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ABSTRACT

This document contains teacher materials for a 6-unit, 1-year distributive education course in marketing tourism offered in grades 11 and 12 in North Carolina. Although in general the material presented concerns marketing tourism anywhere, some of it is specifically related to tourism within North Carolina. A purpose statement explains the importance of tourism to the economy of the state and to most other states. The preface contains a rationale for the development of the course, a course description, course objectives, a list of the instructional units of the course, and a list of sections contained in each unit. Forty-eight competency objectives are listed for the course. Subjects of the six instructional units are: overview of tourism; customer relations; travel destinations; tourism promotion; economics and tourism; and travel/tourism related business. Components of each unit are: (1) a table of contents for the unit; (2) the competency goal statement and competency objectives; (3) a content/teaching outline; (4) student activities; (5) evaluation measures; (6) keys to the test items; and (7) references. (CML)

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PREFACE

BACKGROUND

In the *1987 Program of Studies*, Tourism Marketing was identified as a Marketing Education course to be offered in grades eleven and twelve. This curriculum guide was developed to be used as a resource in planning and teaching the course.

COURSE DESCRIPTION

Tourism Marketing is designed for students who are interested in the tourism industry. Internships, simulations, and co-op experiences may be used to expand practical application of the course content.

COURSE OBJECTIVES

The broad objectives for students enrolled in Tourism Marketing are to:

A. Make realistic decisions about their future in a tourism career.
B. Increase their tourism competence through classroom instruction, individual projects and other occupational experiences.
C. Develop their desire to further their education in their chosen marketing field.

GUIDE CONTENTS/ORGANIZATION

The Tourism Marketing guide consists of the following units of instruction:

A. Overview of Tourism
B. Customer Relations
C. Travel Destinations
D. Tourism Promotion
E. Economics and Tourism
F. Travel/Tourism Related Businesses

These units were written for the course to be offered for a year. Each unit consists of the following sections:

- A table of contents
- The competency goal statement and competency objectives
- A content/teaching outline
- Student activities (SA)
- Evaluation measures (CTIB)
- Keys to the test items
- References (PR)

To the right of the outline are planning notes, indicating when the above items should be used, with space to add additional notes or references.

It is recommended that the introduction unit of the Marketing guide be used to begin the year.

PURPOSE

Tourism is big business in North Carolina, as well as in many other states. In less than 15 years, travel and tourism has grown from a $1 billion industry to a $5.7 billion industry in North Carolina. One out of every 10 private sector workers, 220,000 plus people, work in tourism in our state. This guide has been developed to help provide high school students with the initial training needed for careers in travel and tourism marketing.

ACKNOWLEDGEMENTS

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COMPETENCY OBJECTIVES
FOR
TOURISM MARKETING

1.01 Explain the purpose and importance of tourism.
1.02 Recognize travel and tourism resources.
1.03 Demonstrate knowledge of the history of North Carolina and how it relates to today's tourism industry.
1.04 Describe the psychological and motivational aspects of travel and tourism.
2.01 Develop personality traits important to business.
2.02 Maintain appropriate appearance.
2.03 Explain the nature of effective communications.
2.04 Explain the nature of effective verbal communication.
2.05 Address people properly.
2.06 Listen to and follow directions.
2.07 Use telephone in business-like manner.
2.08 Explain the nature of written communications.
2.09 Read charts and graphs.
2.10 Direct customer/client to other locations.
2.11 Handle customer inquires.
2.12 Interpret business policies to customers/clients.
2.13 Handle difficult customers.
2.14 Recognize the importance of addressing the individual traveler's/tourist's needs.
2.15 Explain the critical aspects of business image.
2.16 Explain the role of customer services.
2.17 Explain key factors in building a clientele.
2.18 Explain the selling process.
2.19 Obtain product information.
2.20 Process telephone orders.
2.21 Process the various methods of customer payment.
2.22 Recognize the importance of security and safety precautions.
3.01 Explain destinations.
3.02 Describe geographic aspects of North Carolina as related to tourism.
3.03 Demonstrate the use of a map.
3.04 Identify types of destinations.
3.05 Summarize the impact of travel/tourism on an area's environment.
3.06 Analyze the need for accessibility of destinations by handicapped tourists.
4.01 Identify the role of promotion to tourism.
4.02 Identify effective types of media used in a tourism promotional mix.
4.03 Identify the importance of tourism publicity in the development of an area/county/business.
4.04 Evaluate the effectiveness of various tourism media.
4.05 Develop a comprehensive area/community/business tourism promotional program.
5.01 Explain the concept of economic activities.
5.02 Explain the concept of economic supply and demand.
5.03 Summarize the roles of public and private sectors in tourism.
5.04 Analyze the cycle of economic development for a tourist resort destination.
5.05 Identify business risk associated with tourism.
6.01 Identify the functions of the travel agency industry.
6.02 Identify the three categories of transportation services.
6.03 Identify the structure of the hospitality industry.
6.04 Describe other travel/tourism related businesses.
6.05 Identify and interpret trends associated with the travel/tourism industry.
6.06 Develop an understanding of career opportunities in the travel/tourism industry.

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OVERVIEW OF TOURISM

COMPETENCY GOAL 1: The learner will recognize the importance of travel and tourism.

COMPETENCY OBJECTIVES

1.01 Explain the purpose and importance of tourism.

1.02 Recognize travel and tourism resources.

1.03 Demonstrate knowledge of the history of North Carolina and how it relates to today's tourism industry.

1.04 Describe the psychological and motivational aspects of travel and tourism.

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  2. 1663—Charles II grants territory to eight lords proprietors; land west of Albermarle granted to Quakers
  3. 1678—Culpepper Rebellion

C. Events of the 1700's
  1. 1701-1709—Settlers west of Chowan River and south to Neuse River
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  3. 1710—New Bern settled by Swiss and German Palatines
  4. 1711—Tuscarora/Colonists War; separation of North and South Carolina; Cary Rebellion
  5. 1725—Cape Fear Settlement
  6. 1729—North Carolina becomes a royal colony
  7. 1735—Boundary between North and South Carolina agreed upon
  8. 1740—Arrival of Scots
  9. 1753—Moravians settle Wachovia
  10. 1760—Cherokee victory over British in French and Indian War
  11. 1766—Moravians settle Winston-Salem
  12. 1770—Tryon Palace constructed in New Bern
  13. 1771—Battle of Alamance
  14. 1776—Battle of Moore's Creek Bridge; Halifax Resolves adopted
  15. 1777—First state constitution became effective
  16. 1781—Battle of Guilford Courthouse
  17. 1789—North Carolina twelfth state to radify United States Constitution; University of North Carolina chartered
  18. 1792—Raleigh becomes capital of North Carolina
  19. 1795—James K. Polk born near Pineville
  20. 1799—First gold discovered in U. S. at Reed Gold Mine in Iredell County

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  8. 1835—Mount Mitchell measured

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11. 1861—North Carolina secedes from the Union	
12. 1862—William Sydney Porter (O'Henry) born in Greensboro	
13. 1865—Andrew Johnson becomes 17th President of the U. S.; General Johnston surrenders Confederate Army to General Sherman at Bennett Place	
14. 1868—North Carolina readmitted to the Union	
15. 1880—North Carolina becomes leading textile state	
16. 1885—Lumbee Indians recognized as Croatoan Indians	
17. 1887—North Carolina State University founded	
18. 1888—High Point Furniture Company becomes first furniture factory in North Carolina	
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6. 1924—Trinity College (Duke University) established	
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f. Religion	
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b. Visit friends/relatives	

      c. Escape from routine/family and neighbors
      d. Make new friendships
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      b. Conventions
      c. Study
      d. Pursuit of hobbies and education

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   5. Fear and safety — CTIB-001-1.04-01-04

STUDENT ACTIVITIES

OVERVIEW OF TOURISM

Using brochures, leaflets, etc., obtained from a local travel agent, plan an "ideal" vacation. The cost of the vacation should not exceed $5,000. Prepare basic daily agendas and keep a record of anticipated expenses. Present your vacation plan to the class. SA-1

Invite a guest speaker from one or more of the major components of the tourism industry. SA-2

List several examples of tourism products or services whose market demand would be affected by: SA-3

a. age of potential customers
b. marital status of potential customers
c. gender of potential customers

Assume that you have just opened a luxury resort. List the occupational groups that you will try to attract to your resort. SA-4

Assume that you are the manager of a theme park. List services and activities that the park might offer to accommodate the following groups: SA-5

a. over 65 age segment
b. children 6 and younger
c. teenagers
d. young adult market

Research and prepare a two-page written report about an early spa or resort in North Carolina. SA-6

Research and prepare an oral report on the history of a specific mode of transportation. SA-7

Prepare a timeline depicting the development of the various modes of transportation. SA-8

Write a letter of inquiry to the home office of a hotel/motel chain. Request information about the history and locations of the hotel/motel. SA-9

Using a map of the United Sates, identify the locations of a specific hotel/motel chain. Information obtained in SA-9 would be beneficial in completing this activity. SA-10

Plan the agenda for a one day tour of your city/town/county. Include all points of interest. SA-11

Select a tourist-generating country. Prepare a booklet explaining all aspects of the tourism industry in this country. (Include information such as maps, tourist attractions, history, traditions, etc.)	SA-12
Write a letter of inquiry to a state of your choice. Request information about the economic impact of tourism in that state.	SA-13
Research one of the following areas: a. employment b. income c. revenue d. visibility e. cultural benefits Explain the impact of tourism on the area.	SA-14
Invite a guest speaker from your local Chamber of Commerce to discuss the impact of tourism in the area.	SA-15
Invite a representative from an environmental group or agency to discuss the positive and negative effects of tourism on the local environment.	SA-16
In small groups, brainstorm the positive and negative effects of tourism on the local environment.	SA-17
Select a historical site in North Carolina. Identify commercialization techniques utilized to attract visitors.	SA-18
Select a tourist attraction. Research the services offered by the attraction that cater to the needs of customers.	SA-19
Identify the trends in automobile design that would stimulate vacation travel by this mode of transportation.	SA-20
Write a letter of inquiry to an international, national, or state travel/tourism organization. Request information about the role of the organization in the industry. Present this information to the class.	SA-21
Invite a representative from a local tourism organization to discuss the role of the organization.	SA-22
Contact a trade association/organization for a schedule of events sponsored by their organization. Arrange a visit to an event. (Examples: visit a trade exhibit, food fair, expo, etc.)	SA-23
Contact a local business to request copies of trade publications. Describe the format and information contained in the publication to the class.	SA-24

Select a historical site in North Carolina. Prepare a written report detailing the historical development and importance of the site as it relates to the tourism industry in the area. SA-25

Identify a person who played a significant role in the history of North Carolina. Gather information to include the family history, lifestyle, and contributions of your selected individual. Assume the role of this person. Present an oral autobiography to the class. SA-26

Create a display or bulletin board depicting the history of North Carolina. This may be designed using original items, illustrations, sketches or other original ideas. SA-27

Visit an antique shop or museum. SA-28

Complete SA-27 depicting the history of your local area. SA-29

Research and develop a local historical timeline. Include all significant persons, events, buildings and attractions. SA-30

Take a walking tour of your city or town. Identify points of interest that you observe. SA-31

Create a scavenger hunt for a visitor to your area or to be used to educate local citizens about points of interest. Have a fellow classmate try your scavenger hunt. SA-32

Research your family history. Complete a poster representing your family tree. SA-33

In small groups, identify reasons for travel. By group consensus, determine the reasons that are discretionary and nondiscretionary. SA-34

Identify local cultural sites or activities that attract visitors to the area. SA-35

Invite a guest who is knowledgeable in local folklore or local culture to make a presentation to the class. (Examples: an American Indian, a storyteller, etc.) SA-36

Select tourist attractions in North Carolina that would meet the expectations of the following tourists: SA-37

a. nature
b. cultural
c. social
d. active
e. recreational
f. sports
g. specialized
h. religious
i. health
j. ethnic

EVALUATION MEASURES

OVERVIEW OF TOURISM

COMPETENCY GOAL 1: The learner will recognize the importance of travel and tourism.

COMPETENCY OBJECTIVE 1.01: Explain the purpose and importance of tourism to North Carolina.

TEST ITEM 001-1.01-01

INSTRUCTIONS TO STUDENTS: Define the following:

a. Tourist
b. Travel
c. Tourism

TEST ITEM 001-1.01-02

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Determine if each statement is true or false. Record the correct response (true or false) in the blank to the left of each statement.

________1. Tax revenues generated from travel and tourism have no impact on the standard of living in North Carolina.

________2. One of every ten North Carolinians depends significantly or entirely on travel and tourism for employment.

________3. An active travel development program in North Carolina helps to increase the visibility of the state.

________4. Travel and tourism has little or no effect on the income levels of North Carolina residents.

________5. Travel and tourism businesses expose North Carolina residents to a variety of languages, ideas, people, and cultural experiences.

COMPETENCY OBJECTIVE 1.02: Recognize travel and tourism resources.

TEST ITEM 001-1.02-01

INSTRUCTIONS TO STUDENTS: Identify each of the following as international, national, state, or local travel/tourism organizations. Write your answer in the blank to the left of each organization.

________1. Chamber of Commerce

________2. N. C. Department of Tourism, Division of Travel and Tourism

________3. U. S. Travel and Tourism Administration

________4. Federal Aviation Administration

________5. World Tourism Organization

________6. Welcome Centers

TEST ITEM 001-1.02-02

INSTRUCTIONS TO STUDENTS: Identify five organizations and/or trade publications that would serve as resources for a lodging establishment in North Carolina.

COMPETENCY OBJECTIVE 1.03: Demonstrate knowledge of the history of North Carolina and how it relates to today's tourism industry.

TEST ITEM 001-1.03-01

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Determine if each statement is true or false. Write the correct response (true or false) in the blank to the left of each statement.

________1. Raleigh was incorporated as the first town in North Carolina.

________2. The Wright Brothers flew the world's first power-driven airplane near Kitty Hawk.

________3. The Lost Colony was the first attempt by the English to colonize America.

________4. The Quakers settled the area now known as Winston-Salem.

________5. The Biltmore Estate in Asheville was built in the late 1890's by George Vanderbilt.

TEST ITEM 001-1.03-02

INSTRUCTIONS TO STUDENTS: Identify a historic event that took place in North Carolina. Discuss the impact of this event on travel and tourism in the state.

COMPETENCY OBJECTIVE 1.04: Recognize types/sources of merchandise information needed.

TEST ITEM 001-1.04-01

INSTRUCTIONS TO STUDENTS: Match the following motivators with the examples given.

physical
cultural
interpersonal
status and prestige

________1. Meet new people

________2. Planning a ski trip

________3. Visiting a museum of Cherokee Indian history

________4. Attending a trade show in Charlotte

________5. Spending a weekend touring the Biltmore Estate

________6. Visiting friends and relatives

________7. A trip to Carowinds

TEST ITEM 001-1.04-02

INSTRUCTIONS TO STUDENTS: Explain the push/pull concept of travel.

TEST ITEM 001-1.04-03

INSTRUCTIONS TO STUDENTS: List five types of travel. Identify one or more points of interest in North Carolina that would satisfy the needs of each type listed.

TEST ITEM 001-1.04-04

INSTRUCTIONS TO STUDENTS: List five barriers to travel.

KEY TO TEST ITEMS
OVERVIEW OF TOURISM

TEST ITEM 001-1.01-01

a. A person who wants to get away from home for a change

b. All overnight trips away from home and all day trips of 100 miles or more

c. The business of attracting visitors and catering to their needs.

TEST ITEM 001-1.01-02

1. False
2. True
3. True
4. False
5. True

TEST ITEM 001-1.02-01

1. Local
2. State
3. National
4. National
5. International
6. State

TEST ITEM 001-1.02-02

Answers will vary. Some possible answers to include Hotel and Travel Index, Meetings and Conventions Magazine, Travel Weekly, American Hotel and Motel Association, Chamber of Commerce Convention Bureau.

TEST ITEM 001-1.03-01

1. False
2. True
3. False
4. False
5. True

TEST ITEM 001-1.03-02

Answers will vary.

TEST ITEM 001-1.04-01

1. Interpersonal
2. Physical
3. Cultural
4. Status and prestige
5. Cultural
6. Interpersonal
7. Physical

TEST ITEM 001-1.04-02

Push factor—the desire to travel comes from within the person.

Pull factor—the destination attracts the person.

TEST ITEM 001-1.04-03

Answers will vary. Some possible answers include:

1. Nature—beaches, Blue Ridge Parkway
2. Cultural—N. C. Symphony concert
3. Active—Old Salem
4. Social—bus tour to Charlotte
5. Recreational—Carrowinds
6. Sport—Beech Mountain Ski Resort
7. Specialized—trade show in Charlotte
8. Religious—Ridgecrest Baptist Assembly
9. Health—mountains
10. Ethnic—Cherokee Indian Reservation

TEST ITEM 001-1.04-04

Time, health, family stage, lack of interest, fear and safety

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CUSTOMER RELATIONS

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COMPETENCIES

CUSTOMER RELATIONS

COMPETENCY GOAL 2: The learner will recognize the basic fundamentals of customer relations in the tourism industry.

COMPETENCY OBJECTIVES

2.01 Develop personality traits important to business.

2.02 Maintain appropriate appearance.

2.03 Explain the nature of effective communications.

2.04 Explain the nature of effective verbal communication.

2.05 Address people properly.

2.06 Listen to and follow directions.

2.07 Use telphone in business-like manner.

2.08 Explain the nature of written communications.

2.09 Read charts and graphs.

2.10 Direct customer/client to other locations.

2.11 Handle customer inquires.

2.12 Interpret business policies to customers/clients.

2.13 Handle difficult customers.

2.14 Recognize the importance of addressing the individual travelers'/tourists' needs.

2.15 Explain the critical aspects of business image.

2.16 Explain the role of customer services.

2.17 Explain key factors in building a clientele.

2.18 Explain the selling process.

2.19 Obtain product information.

2.20 Process telephone orders.

2.21 Process the various methods of customer payment.

2.22 Recognize the importance of security and safety precautions.

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CUSTOMER RELATIONS

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STUDENT ACTIVITIES

CUSTOMER RELATIONS

In ***Human Relations at Work*** (PR-17), complete Activity #5 on pages 53-54.	SA-1
In ***Human Relations at Work*** (PR-17), complete Activity #7 on pages 57-62.	SA-2
In ***Psychology and Human Relations in Marketing*** (PR-18), complete "Personality Rating Sheet" on page 29.	SA-3
In ***Human Relations at Work*** (PR-17), complete Activity #13 on page 73.	SA-4
Using "Personality Rating Sheet" from SA-3, identify personality traits rated average or below and prepare a personality improvement plan.	SA-5
Invite a local employer to speak to the class about employer expectations.	SA-6
In ***Human Relations at Work*** (PR-17), complete Activity #23 on page 111.	SA-7
Assume the role of assistant manager at a local tourist attraction. It is your responsibility to communicate proper grooming and dress to new employees. Roleplay this situation in small groups.	SA-8
Invite an employer from a local tourist attraction to speak to the class about the importance of appearance and good grooming in the tourist industry.	SA-9
In ***Psychology Human Relations and Work Adjustment*** (PR-1), read Case 1 on page 245 and discuss questions.	SA-10
Locate a newspaper article that is jargon-filled. Rewrite the article in standard English which would be understandable to anyone.	SA-11
Make a list of symbols used to communicate messages. Examples: $, #, &, etc.	SA-12
Complete "Test Your Body I.Q." on page B-19.	SA-13
Play Charades. Topics might include tourist attractions, hotel chains, etc.	SA-14
Invite a guest speaker proficient in communicating with the hearing-impaired. Suggestion: Teach a greeting, student's name, etc., in sign language.	SA-15
Roleplay tourism-related situations using downward, upward and horizontal levels of communication.	SA-16

Complete "Communications Crossword" (SA-1 in ***North Carolina Marketing Guide, Communications unit***).	SA-17
Arrange for a coworker/administrator to visit the classroom. Prior to the visit, plan a dramatic confrontation between the visitor and teacher (or student). After the incident, instruct students to write their personal interpretation of the scene. Discuss mental barriers affecting perceptions.	SA-18
Use one of the many paperback books available that offers a humorous look at Southern accents to discuss Southern grammar and vocabulary.	SA-19
Select a short message for each student to read and record on cassette. Discuss pronunciation, tone of voice, and slang.	SA-20
Roleplay a variety of introductions. Example: Introduce employer to parent.	SA-21
Prepare and present an informative speech. Topics might include a local tourist attraction, economic impact of tourism to the area, etc.	SA-22
Use "Addressing People in a Businesslike Manner" (SA-8 in ***North Carolina Marketing Guide, Communications unit***).	SA-23
Divide class into two groups. Communicate to one group that they should relate a personal experience to their partner. The other group should be instructed to be inactive listeners. Talk about how it feels when no one listens.	SA-24
Use "Listening Evaluation" (SA-13 in ***North Carolina Marketing Guide, Communications unit***).	SA-25
Complete "Following Directions" (SA-21 in ***North Carolina Marketing Guide, Communications unit***).	SA-26
Have pairs of students sit back-to-back. Provide puzzle pieces for both students. Student A will arrange pieces into a design or his/her choice. Student A will then communicate the design to Student B. Each instruction may be given one time only. Compare the puzzle arrangements. Discuss listening and following directions	SA-27
Use a teletrainer or telephones to roleplay procedures for telephone usage.	SA-28
Prepare a business letter answering a letter of inquiry about a local tourist attraction or site.	SA-29
Using the letter in SA-29, type in proper letter format.	SA-30
In ***Communications in Marketing*** (PR-3), complete "Learning Pacer Form" on page 39.	SA-31

Using road maps, determine distances using map scale of miles. SA-32

Contact local Chamber of Commerce for charts and graphs related to the impact of tourism in your area. SA-33

Invite a guest speaker from the local Chamber of Commerce. Encourage the speaker to share information with charts and graphs. SA-34

Obtain leaflets/brochures from local tourist attractions of historical sites. Read and present information to the class. SA-35

Secure or develop a map of the local area (city/county), a tourist attraction or a historical site. Assume you are an employer in the area/attraction/site. A tourist/traveler has requested directions to a location on your map. With another student roleplay how you would direct this tourist/traveler to the location. SA-36

Assume the role of an employer in a local tourist business (Example: hotel, motel, restaurant, gas station, etc.). Roleplay with another student the following customer inquiries: SA-37

a. Where is the restroom?
b. How would we get to _____?
c. Our child is sick. Where can we find a doctor?
d. Where is a good restaurant?
e. Is there a good place to shop in this area?
f. Where can we find lodging for the night?
g. What is the history behind _____?
h. Can we get transportation to the airport?
i. What times do the presentations at the _______ take place?

Prepare clearly-stated and concise policy statements of a tourist-oriented restaurant for each of the following areas: SA-38

a. Customer requests for special orders
b. Customer payment

Interview three salespeople who work in tourist-related businesses. Ask the salespeople how they typically handle the types of difficult customers. Record your interviews for class presentation. SA-39

Invite a manager or assistant from a tourist-related business to speak to the class. Encourage the speaker to discuss the statement "The customer is always right." SA-40

Write your own name and the names of one family member, one friend and one person from a work situation on separate sheets of paper. Referring to the whole person concept, list as many life roles as you can think of or know about each person. Talk with each person to determine if your list encompasses all the roles they fill. SA-41

Assume the role of a concierge for a major hotel. Choose one person from your list in SA-41. This person is a guest of the hotel. Identify one need this person might have in each role listed in SA-41. Briefly describe how you would assist the guest in fulfilling each of these roles.	SA-42
Complete "Making Words Out of Courtesy" on page B-20.	SA-43
As you visit different tourist-oriented businesses (at least three), make notes on the decor, color and general appearance of the business. Write or give a report of your findings.	SA-44
Locate samples of business logos or signs (from newspapers, magazines, direct mail or other sources) of tourist-related businesses. Prepare an oral or written report describing what is conveyed by these designs and if the image is accurate.	SA-45
Locate advertisements (from newspapers, brochures, magazines, etc.) for several tourist-related businesses. Visit the businesses and determine if the image projected in the ads accurately depicts the place of business.	SA-46
Prepare a two page description covering the images of two tourist attractions. Include the type of operation (prestige-oriented, promotion-oriented, convenience-oriented) and the specific policies that support the business image being projected.	SA-47
Choose three different destinations and survey five people who have never been to these places (use adults). Get information on their view of the cost, the people, the sights and activities, the weather and any other images they hold. Find three or more people who have visited each destination and complete the same survey. Compare the results.	SA-48
Select a local tourist-oriented business. List customer services offered by the business. Identify additional services that you feel might improve customer relations.	SA-49
Identify a local tourist attraction. Research and compile a list of the demographics of of the clientele for this business.	SA-50
Complete the DECA Creative Marketing Project Competitive Event. Refer to current DECA Handbook.	SA-51
In ***Business Principles and Management Study Guides and Problems*** (PR-16), complete Problems 8A and 8B on pages 41-42.	SA-52
Write a brief description of the salesperson's strengths and weaknesses that you observed during a recent shopping experience.	SA-53
In ***Leadership Development*** (PR-19), complete "You Approach Exercize" on page 176.	SA-54

In the ***North Carolina Marketing Guide***, Selling Unit, select and complete appropriate student activities.	SA-55
Prepare a poster depicting goods or services that a tourist/traveler might purchase to satisfy various buying motives.	SA-56
Prepare a bulletin board or poster displaying the success of merchandise/service information for a local tourist attraction or area. Examples: brochures, leaflets, advertisements, guides, etc.	SA-57
Complete "Making Change" on page B-21.	SA-58
After having instructed your students on the procedure for operating the cash register available to you, do the following: 1. Obtain several sets of play money and have each student "set-up" the cash drawer. 2. Develop some sales transaction problems. 3. Tape a tax schedule to the cash register. 4. Have each student ring up a cash transaction correctly, announce the sale, accept the amount tendered, count the change back manually, and thank the customer. Note: If there is no cash register available, simulate a cash drawer and evaluate students on counting change only.	SA-59
Complete IDECC Mathematics LAP 46.	SA-60
Read and discuss "Charge Transactions" on page B-23.	SA-61
Invite a local fire safety inspector/sanitation inspector/operations manager to share safety policies and procedures with the class.	SA-62
Contact the local chapter of the American Red Cross to arrange training in CPR for the class.	SA-63
Contact the Crime Prevention Unit of your local law enforcement agency to arrange a guest speaker for the class. All forms of theft should be discussed.	SA-64
Complete DECA Crime Prevention Project. Refer to current DECA Handbook.	SA-65
Contact a large local business to arrange a tour through the facilities of the business. Discuss theft prevention techniques utilized by the store.	SA-66

MAKING WORDS OUT OF COURTESY

DIRECTIONS: There are many traits and actions which show courtesy. Below is listed the letters COURTESY. Beside each letter write as many words as you can that start with that letter which are traits of courtesy or ways of showing courtesy.

C considerate

O orderly

U understanding

R respectful

T tactful

E enthusiastic

S sincere

Y YOU. IF YOU SHOW THESE TRAITS AND ACTIONS YOU ARE SHOWING COURTESY.

TEST YOUR BODY LANGUAGE I.Q.

1. You recite a list of reasons why you deserve a raise and your boss covers his mouth with the palm of his hand during your entire presentation. He's telling you:
   a. He's going to turn you down
   b. He plans to give you the raise
   c. He's having difficulty making a decision

2. You're mulling over an idea with a colleague at work and she keeps tapping her foot and looking at her watch. From these gestures you can infer that she:
   a. Is angry with you
   b. Is tired
   c. Is impatient

3. You walk into a room for an important job interview and the company president gives you a two-handed handshake and pats you on the back. With these actions he's
   a. Saying he appreciates your promptness
   b. Telling you he wants to hire you
   c. Asserting his superiority

Key:

The answer to all questions is "C". If you missed any or all of the questions, you could benefit from a lesson or two in body-talk basic.

SA-58

MAKING CHANGE

Steps in Counting Forward Method of Making Change

1. State the amount of the sale to the customer.
2. When the customer presents the money, place it on the ledge above cash drawer or on top of cash drawer. Do no put money in cash drawer until customer has change.
3. State aloud the amount that the customer presented and the amount of the sale. For example, if the sale is $5.56 and the customer gives you $10.00, you say aloud, "$5.56 out of $10.00."
4. Using the fewest pieces of change possible, start with the amount of the sale, count forward and take the necessary change out of the cash drawer until you reach the amount tendered by the customer. For example, for a sale of $5.56 out of $10.00, you would need 4 pennies ($5.60), 1 nickel ($5.65), 1 dime ($5.75), 1 quarter ($6.00), and 4 singles ($7, $8, $9, $10). You start with the sale amount, add currency until you reach the amount tendered.
5. Count the change back to the customer aloud. For example, you would say "$5.56, $5.60, $5.75, $6.00, $7.00, $8.00, $9.00, $10.00." Counting aloud to the customer will check your accuracy and assures the customer of receiving the correct change.
6. After the customer accepts the change, put the money tendered in the proper compartment of the cash drawer. Close the drawer, thank the cusotmer and wrap or bag the customer's purchase.

Directions:

Using the table presented below, determine the total amount of change to be given to the customer. Use the fewest number of coins as possible.

Amount of Sale	Amount Received	1	5	10	25	$1	$5	$10	$20	Total Change
$ .25	$ 1.00									
$ 4.49	$10.00									
$ 15.98	$20.00									
$ 29.50	$50.00									
$ 3.57	$10.00									
$ 2.65	$ 5.00									
$ 12.53	$20.00									
$ 16.47	$20.02									

KEY:

Amount of Sale	Amount Received	1	5	10	25	$1	$5	$10	$20	Total Change
$ .25	$ 1.00				3					$ .75
$ 4.49	$10.00	1			2		1			$ 5.51
$ 15.98	$20.00	2				4				$ 4.02
$ 29.50	$50.00				2				1	$20.50
$ 3.57	$10.00	3	1	1	1	1	1			$ 6.43
$ 2.65	$ 5.00			1	1	2				$ 2.35
$ 12.53	$20.00	2		2	1	2	1			$ 7.47
$ 16.47	$20.02		1		2	3				$ 3.55

CHARGE TRANSACTIONS

In addition to paying cash for merchandise purchased, the customer may charge the merchandise to his/her account and pay for it later at many stores and businesses. It may also be charged to a bank charge account. The sale charged to the customer's account is called a charge-take when the customer takes the merchandise with him/her and a charge send when the merchandise is delivered.

In all stores, a charge transaction requires the identification of the customer. Customer identification is usually done in one of three ways: (1) by personal identification of the customer—recognizing him/her, (2) by credit card or (3) by requesting authorization from the credit department. Methods 1 and 2 are often practiced in small neighborhood stores where each customer is known personally.

In most retail businesses, customers who wish to make a charge purchase present their credit card. This could be a card from one store or a group of stores or a bank card honored at a number of establishments.

Some credit cards and/or stores have a limit to the dollar amount the customer can charge. If this amount is exceeded, it must be authorized by the credit department before the merchandise is taken. Other irregularities in credit sales should be checked by the manager or credit card. If the merchandise is to be delivered, the sales slip will be attached to the merchandise and sent to the delivery department. Then the credit department will authorize the purchase before it is delivered.

After determining the transaction is to be a charge sale, the clerk would follow this procedure:

1. Ask the customer for his/her credit card. This is your means of authorization.
2. Check the card number against the invalid list. (This information is prepared by the credit card company or individual store and lists card numbers which have been expired or which should not be honored because they have been lost or stolen or because the company has ceased providing credit to the card holder.)
3. Ring up the purchase on the cash register. Compute tax, subtotal, and total.
4. Prepare the charge sales slip.
5. Stamp the charge sales slip with the customer's card.
6. Give the slip to the customer for his/her signature.
7. Compare the signature to that on the card.
8. Return the card to the customer.
9. Obtain credit approval or authorization if a credit limit is involved.
10. Give the customer his/her copy of the sales slip and file the store copy in the cash register.
11. Bag the merchandise (some stores staple the sales slip to the outside of the bag).
12. Thank the customer.

EVALUATION MEASURES

CUSTOMER RELATIONS

COMPETENCY GOAL 2: The learner will recognize the basic fundamentals of customer relations in the tourism industry.

COMPETENCY OBJECTIVE 2.01: Develop personality traits important to business.

TEST ITEM 002-2.01-01

INSTRUCTIONS TO STUDENTS: From the following list of traits select those which are desirable in developing a business personality. Place an X in the blank to the left of the items you choose.

________1. Cheerfulness
________2. Enthusiasm
________3. Patience
________4. Body structure
________5. Independence
________6. Sense of humor
________7. Arrogance
________8. Resentment
________9. Intolerance
________10. Dependability
________11. Patience
________12. Initiative
________13. Over aggressiveness
________14. Sensitivity
________15. Compassion

TEST ITEM 002-2.01-02

INSTRUCTIONS TO STUDENTS: Match each of the terms listed in Column A with the most closely related term in Column B. Record the letter of your choice in the blank to the left.

Column A	Column B
________1. Dependability	a. Eagerness
________2. Trustworthiness	b. Self-governing
________3. Open-minded	c. Honesty
________4. Industriousness	d. Hard-working
________5. Compassion	e. Understanding
________6. Patience	f. Receptive
________7. Enthusiasm	g. Forcefulness
________8. Independent	h. Reliability
________9. Empathy	i. Sympathy
________10. Assertiveness	j. Self-control

COMPETENCY OBJECTIVE 2.02: Maintain appropriate appearance.

TEST ITEM 002-2.02-01

INSTRUCTIONS TO STUDENTS: From the following list of characteristics, select those which contribute to a favorable impression in business. Place an X in the blank to the left of the characteristics you choose.

________1. Good grooming
________2. Serious facial expression
________3. Jeans and tee shirt
________4. Impatience
________5. Erect posture
________6. Pleasant smile
________7. Tailored suit
________8. Slumped shoulders
________9. Enthusiastic approach
________10. Extreme hairstyle

TEST ITEM 002-2.02-02

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Determine if each statement is true or false. Record the correct response (true or false) in the blank to the left of the statement.

________1. In business an employee's personal appearance is not very important as long as the employee gets his or her work done.

________2. Employees who maintain good personal appearance help create favorable impressions toward the business.

________3. Employees should be able to dress the way they want and not according to store policy.

________4. The dress of an employee runs no risk in offending or losing customers.

________5. Employees would probably not lose their jobs because of undesirable personal appearance.

TEST ITEM 002-2.02-03

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Determine if each statement is true or false. Record the correct response (true or false) in the blank to the left of the statement.

________1. Personal appearance refers to the mental image that you present to others.

________2. Appearance and first impressions are important because they influence the way others see and react to you.

________3. Personal appearance includes health, dress, and grooming.

________4. One of the most important factors in personal appearance for a restaurant employee is clean fingernails.

________5. High school students in marketing occupations should not be expected to follow company dress codes.

COMPETENCY OBJECTIVE 2.03: Explain the nature of effective communications.

TEST ITEM 002-2.03-01

INSTRUCTIONS TO STUDENTS: List an example for each level of communication given below.

1. Horizontal
2. Upward
3. Downward

TEST ITEM 002-2.03-02

INSTRUCTIONS TO STUDENTS: Match each of the terms listed in Column A with the most accurate definition in Column B. Record the letter of your choice in the blank to the left.

Column A	Column B
________1. Response	a. Putting thoughts into words or action
________2. Decoding	b. Formulating an idea
________3. Ideation	c. The receiver's formulating a response message
________4. Transmission	d. The receiver's turning the message into meaning
________5. Encoding	e. Sending the message
________6. Reception	f. Receiver's taking the message as it arrives

COMPETENCY OBJECTIVE 2.04: Explain the nature of effective verbal communication.

TEST ITEM 002-2.04-01

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Determine if each statement is true or false. Write the correct response (true or false) in the blank to the left of each statement.

________1. You should adjust your tone of voice to your audience and message.

________2. Slang words are appropriate in a business presentation.

________3. Proper grammar and vocabulary enhance the credibility of a speaker.

________4. Eyes transmit more information to an audience than any other part of the body.

________5. People usually pay no attention to words that are mispronounced.

TEST ITEM 002-2.04-02

INSTRUCTIONS TO STUDENTS: Prepare an informative, entertaining or persuasive speech following the nine commandments of public speaking. Present your speech to the class.

COMPETENCY OBJECTIVE 2.05: Address people properly.

TEST ITEM 002-2.05-01

INSTRUCTIONS TO STUDENTS: From the following list of statements, select those which demonstrate knowledge of how to address other people in a businesslike manner. Place an X in the blank to the left of the statements you choose.

________1. Betty calls to her department manager and says, "Joe, this woman wants to talk with you."

________2. John tells his customer, "Mrs. Jones, your alterations will be ready by noon."

________3. Kevin tells the store manager, "Yes, sir, that shipment arrived yesterday."

________4. Joan explains to her customer, "Sweetheart, that dress looks fabulous on you."

________5. Linda tells her customer as she enters the department, "Mrs. Lanford, we just received a new shipment of your favorite handbags in new colors."

TEST ITEM 002-2.05-02

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Determine if each statement is true or false. Write the correct response (true or false) in the blank to the left of each statement.

________1. Terms of endearment such as "dear", "honey", or "sweetie" make the customer feel appreciated.

________2. Even if you are on a first-name basis with be boss, you should address them formally in the presence of customers.

________3. You should refer to a customer as "sir" or "ma'm" only if the customer is obviously older than you.

________4. Customers feel welcome in your store if you address them by name.

________5. Slang terms are appropriate to use when talking with customers if they are the same age as the salesclerk.

COMPETENCY OBJECTIVE 2.06: Listen to and follow directions.

TEST ITEM 002-2.06-01

INSTRUCTIONS TO STUDENTS: You will listen to the instructions on new policies and procedures given at a storewide meeting. You should take notes during the presentation since you are to be responsible for informing fellow employees who are absent about the policy changes.

INSTRUCTIONS TO TEACHER: Read the following "storewide meeting" to students. Allow students to ask any questions, but do not reread any parts. On a separate page, have the students write the answers to the following questions as you read them based on the information they have just heard.

Storewide Meeting

Good afternoon. Welcome to our meeting. I have several new policies and procedures to report to you this afternoon.

* First of these—A lost and found box has been placed behind the service desk on the 2nd floor. Any lost articles you find in your department should be brought here.

* Second—A new dress code will be enforced beginning Wednesday. Women are not permitted to wear sleeveless garments or jeans. They should wear fashionable business attire. Pant suits are appropriate—do not wear dress pants and a blouse—the hips should be covered with a jacket or a sweater. Hemlines should be no more than 2 inches above or below the knee. Men are required to wear a suit and tie or sportscoat and tie if they are on the sales floor.

* Third—Store policy prohibits any drinking or eating on the floor. Management has observed several people with soft drinks on the sales floor behind counters. If this continues, drink machines will be removed.

* Fourth—We have switched to a new computer system for keeping inventory. I am passing out an example of the new tags that will be on all merchandise. Looking at your example, you will see three sections to the tag; the section labeled 001 will be torn off and placed under the sales counter in a box. Section 002 will go on a spindle beside the register and 003 will remain on the garment for the customer. At the end of the day these tags should be taken to Mr. Carter's office on the 2nd floor behind the furniture department. Be sure to demonstrate to your fellow employees so they will have no doubt how to use the new computer tags. Are there any questions concerning the items discussed? Our meeting is adjourned.

Students may use their notes in answering the following questions:

1. Why was the meeting called?
2. What was the first procedure covered?
3. What specific location instructions were given?
4. What was the second policy covered.?
5. When will it begin?
6. What is NOT permitted?
7. What kind of pants are permitted?
8. What was said about hemlines?
9. What should men wear on the sales floor?

10. What was the third policy covered?
11. What will be the consequences if store policy is not followed?
12. What was the fourth policy covered?
13. How many sections on the new tags?
14. What should be done initially with each section?
15. Where will these tags be taken daily?

TEST ITEM 002-2.06-02

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Determine if each statement is true or false. Write the correct response (true or false) in the blank to the left of each statement.

________1. Listening is the same as hearing.

________2. The greatest barrier to better listening is the location of the listener to the speaker.

________3. Prejudice and bias are major blocks to effective listening.

________4. Sympathy allows a listener to listen to what is being said from the speaker's point of view.

________5. Active listening is giving full attention to what is being said.

COMPETENCY OBJECTIVE 2.07: Use telephone in businesslike manner.

TEST ITEM 002-2.07-01

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Determine if each statement is true or false. Write the correct response (true or false) in the blank to the left of each statement.

________1. When answering the telephone at a business, identify yourself and the business right away.

________2. Voice and telephone personality take the place of body language over the telephone.

________3. If you reach a wrong number, you should quickly hang up without apologizing.

________4. Using a caller's name frequently in a telephone conversation makes them feel uncomfortable.

________5. When answering a business phone, you are the business to that caller.

TEST ITEM 002-2.07-02

INSTRUCTIONS TO STUDENTS: Read the situation below and complete the memo form based on the information provided.

Your employer, Mr. Adams, is out of the store and will return later today. You are to take the calls and record any messages that the callers would like to leave. Mr. Adams will return the calls when he returns. Situation: Mr. John Walsh called at 10:00 to talk with Mr. Adams about a problem at Lowe's Warehouse. One of the trucks has broken down and the delivery that was to have been made today cannot be made until tomorrow. If Mr. Adams would like to discuss the situation further, he can call Mr. Walsh at 919/723-4567.

TO ______________________________

DATE ________________ TIME __________

WHILE YOU WERE OUT

M ______________________________

OF ______________________________

PHONE ______________________________

TELEPHONED	☐	PLEASE CALL	☐
CALLED TO SEE YOU	☐	WILL CALL AGAIN	☐
WANTS TO SEE YOU	☐	RUSH	☐

MESSAGE: ______________________________

____

____

____

____

____

____

____

Message Taken By

COMPETENCY OBJECTIVE 2.08: Explain the nature of written communications.

TEST ITEM 002-2.08-01

INSTRUCTIONS TO STUDENTS: Assume that you are an employee of the Breckinridge hotel. Mr. and Mrs. John Jones have requested reservations for a double occupancy room for the week of November 2-8. Write a letter of confirmation using proper business format.

TEST ITEM 002-2.08-02

INSTRUCTIONS TO STUDENTS: Rewrite the following memo to make it more clear and concise.

The purpose of this memo is to acknowledge the receipt of the copy of the invoice of June 9 which we requested. We wish to take this opportunity to express our appreciation of your prompt attention to this matter. Enclosed you will find our check in the amount of $38.86 in payment of the invoice. It is with sincere apology that we send this payment after locating our mistake while referring back to our records. We assure you that we will make every effort to avoid a mistake of this nature in the future.

COMPETENCY OBJECTIVE 2.09: Read charts and graphs.

TEST ITEM 002-2.09-01

INSTRUCTIONS TO STUDENTS: Read and interpret the tax chart below. This is an example of a tax chart at the rate of 4 1/2%. If the sales price is less than 9 cents, there is no tax; if the price is 10 cents to 29 cents, the tax is 1 cent, etc. The table below shows tax on sales up to $25.00. Using the chart, figure the tax on the amounts listed below.

Sales Price Tax

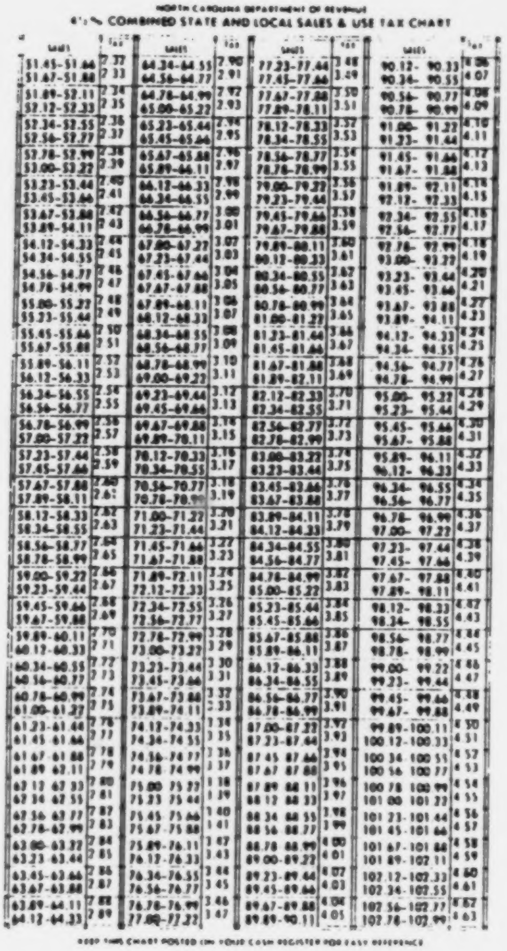
a. $10.28 _____

b. $ .06 _____

c. $15.26 _____

d. $ 7.49 _____

e. $23.18 _____



NORTH CAROLINA DEPARTMENT OF REVENUE

4½% COMBINED STATE AND LOCAL SALES & USE TAX CHART

BEST COPY AVAILABLE

TEST ITEM 002-2.09-02

INSTRUCTIONS TO STUDENTS: Read and interpret the mileage chart below. Using the chart, determine the mileage between the cities listed below.

	From	To	Mileage
a.	Asheville	Durham	
b.	Burlington	Greenville	
c.	Fayetteville	Hickory	
d.	Blowing Rock	Elizabeth City	
e.	Cape Hatteras	Hickory	

ALBEMARLE	ASHEBORO	ASHEVILLE	BLOWING ROCK	BOONE	BURLINGTON	CAPE HATTERAS	CHAPEL HILL	CHARLOTTE	CHEROKEE	CONCORD	DURHAM	ELIZABETH CITY	FAYETTEVILLE	FONTANA	GASTONIA	GOLDSBORO	GREENSBORO	GREENVILLE	HENDERSON	HENDERSONVILLE	HICKORY	HIGH POINT	JACKSONVILLE	KANNAPOLIS	KINSTON	KITTY HAWK	LAURINBURG	LENOIR	LEXINGTON	LUMBERTON	MANTEO	MONROE	MOREHEAD CITY	MORGANTO	MOU	
41																																				
157	181																																			
117	132	86																																		
128	124	95	9																																	
79	39	200	149	140																																
350	308	487	443	431	297																															
95	54	224	174	165	26	271																														
42	73	115	91	100	114	385	127																													
205	224	48	134	143	259	536	272	162																												
22	53	136	97	108	95	369	108	21	183																											
103	67	231	184	166	34	261	12	140	283	120																										
273	234	415	367	356	223	127	196	306	463	287	180																									
95	80	256	210	204	82	274	67	141	299	121	72	194																								
247	271	90	170	179	301	580	314	200	42	226	330	505	346																							
62	93	95	82	92	132	405	147	20	143	41	159	326	162	185																						
148	122	302	248	241	111	220	82	190	349	170	74	144	59	391	210																					
65	26	178	128	112	21	320	48	91	227	72	54	236	91	281	112	131																				
193	153	336	287	283	142	170	116	228	384	207	108	108	106	425	248	49	163																			
152	105	281	223	210	76	239	52	176	330	155	40	149	102	370	196	83	92	95																		
150	181	22	107	116	215	513	234	108	63	129	241	406	249	105	88	298	193	336	280																	
79	95	74	40	49	129	404	150	51	122	57	157	329	178	176	44	216	97	250	195	96																
48	24	165	118	109	38	333	61	78	210	57	70	253	100	270	97	139	17	174	109	17[illegible]	91															
194	177	354	307	313	182	240	147	238	394	216	140	160	97	443	259	65	187	70	143	34[illegible]	275	197														
28	59	142	95	106	88	364	110	26	189	6	121	292	127	232	46	175	66	213	163	13[illegible]	56	52	224													
171	145	329	275	271	138	200	107	212	373	192	101	126	78	418	242	27	158	28	101	325	243	166	42	202												
320	276	460	411	403	275	59	237	352	506	330	227	48	242	548	370	190	282	138	208	484	353	299	198	333	168											
68	80	213	189	197	107	313	90	98	261	91	101	232	42	303	118	107	106	150	146	206	149	107	139	97	120	282										
97	110	73	22	31	139	417	158	69	123	75	172	344	196	165	62	234	122	268	203	85	18	106	293	74	255	386	167									
42	26	155	106	99	52	334	78	59	203	40	85	260	106	245	79	148	32	179	128	15[illegible]	69	17	203	35	171	303	107	84								
101	96	245	222	229	115	314	100	130	293	123	105	227	33	335	150	92	125	141	135	23[illegible]	181	126	113	129	117	275	32	199	126							
294	257	438	390	322	246	53	215	329	486	310	203	67	217	531	349	167	259	120	190	467	352	277	183	315	149	18	255	368	283	250						
30	80	141	117	126	118	390	133	26	189	33	142	305	116	231	46	175	106	223	182	134	77	87	211	39	194	354	72	95	72	104	333					
237	220	389	344	339	207	229	179	281	442	261	172	159	144	487	306	96	227	79	174	385	312	234	43	271	70	197	186	324	241	160	182	258				
105	121	54	37	46	155	427	173	68	98	83	182	355	204	150	49	242	117	276	221	70	20	117	301	82	269	396	175	15	95	207	378	103	338			
97	79	155	96	87	85	380	111	104	203	90	119	296	153	245	118	194	62	225	150	165	80	54	249	83	220	348	158	80	58	187	321	119	289	95		
154	175	34	70	79	206	481	227	121	82	137	236	406	259	124	94	296	186	330	276	56	80	171	355	136	323	450	229	69	149	261	432	145	392	54	149	
261	286	105	191	200	314	681	330	220	57	248	340	523	356	52	200	406	283	446	386	115	180	281	453	248	433	579	318	180	260	350	543	246	500	159	260	139
203	178	354	310	306	172	194	143	246	407	226	135	124	110	452	272	58	192	44	139	35[illegible]	277	199	36	236	31	162	154	289	205	137	147	216	35	303	254	357
91	87	105	46	37	103	396	127	79	153	75	138	319	172	195	72	211	82	247	175	11[illegible]	42	72	264	69	233	363	159	30	67	191	339	105	309	45	50	99
109	69	241	201	189	60	250	28	143	298	122	71	165	59	340	163	50	78	85	43	2[illegible]	164	91	116	123	78	215	101	177	95	92	197	148	147	190	141	204
89	50	202	140	131	77	320	51	122	250	101	61	228	104	292	142	138	74	169	79	21[illegible]	116	41	209	95	165	292	130	124	63	142	273	130	234	142	71	195
185	144	335	277	264	110	201	98	219	383	197	86	95	136	472	250	85	146	87	48	33[illegible]	240	164	142	215	100	148	173	257	182	168	152	224	161	276	204	326
165	125	296	257	242	101	186	79	199	354	178	67	112	95	396	219	44	123	41	54	30[illegible]	220	140	101	179	59	154	132	235	151	127	136	207	120	246	185	307
29	42	130	91	100	76	346	96	42	188	22	104	276	128	230	63	164	50	196	148	13[illegible]	54	35	226	17	188	315	97	69	18	179	289	55	257	80	68	133
72	46	222	178	170	48	273	33	114	275	94	46	201	34	320	132	76	57	125	87	2[illegible]	141	66	131	100	99	242	59	156	72	67	224	108	172	167	119	211
84	114	74	77	86	142	418	167	41	122	62	174	347	182	164	21	231	127	269	221	67	39	107	280	67	253	387	139	57	90	171	361	67	327	40	127	78
65	52	222	184	172	75	312	51	104	266	86	71	228	41	305	127	102	77	151	114	21[illegible]	142	75	140	91	121	280	32	160	76	51	260	81	187	168	130	222
189	190	335	317	322	189	314	179	214	386	276	176	241	112	424	234	119	192	147	196	37[illegible]	274	207	81	221	119	282	115	292	219	89	264	193	117	296	265	350
55	67	103	65	74	101	376	122	43	152	39	129	301	154	204	63	188	69	220	167	124	28	63	244	33	212	343	123	43	41	155	324	69	282	48	61	108
41	26	158	121	111	42	342	68	71	218	50	75	256	106	260	90	146	22	176	116	16[illegible]	84	7	202	45	174	301	105	102	10	124	279	80	244	112	57	165

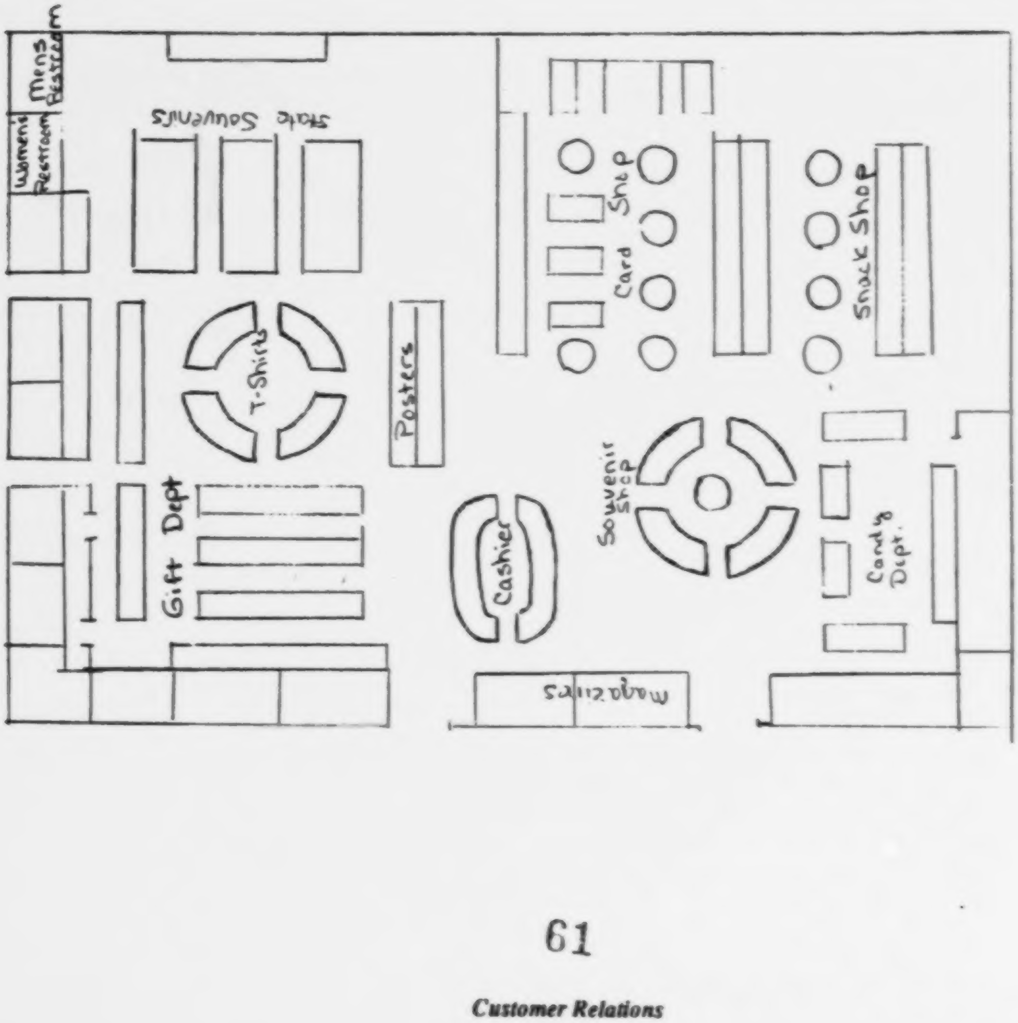
COMPETENCY OBJECTIVE: Direct customer/client to other locations.

TEST ITEM 002-2.10-01

INSTRUCTIONS TO STUDENTS: Assume you are an employee in The Gift Shop at Sam's Amusement Center. Use the diagram below to give directions for the following:

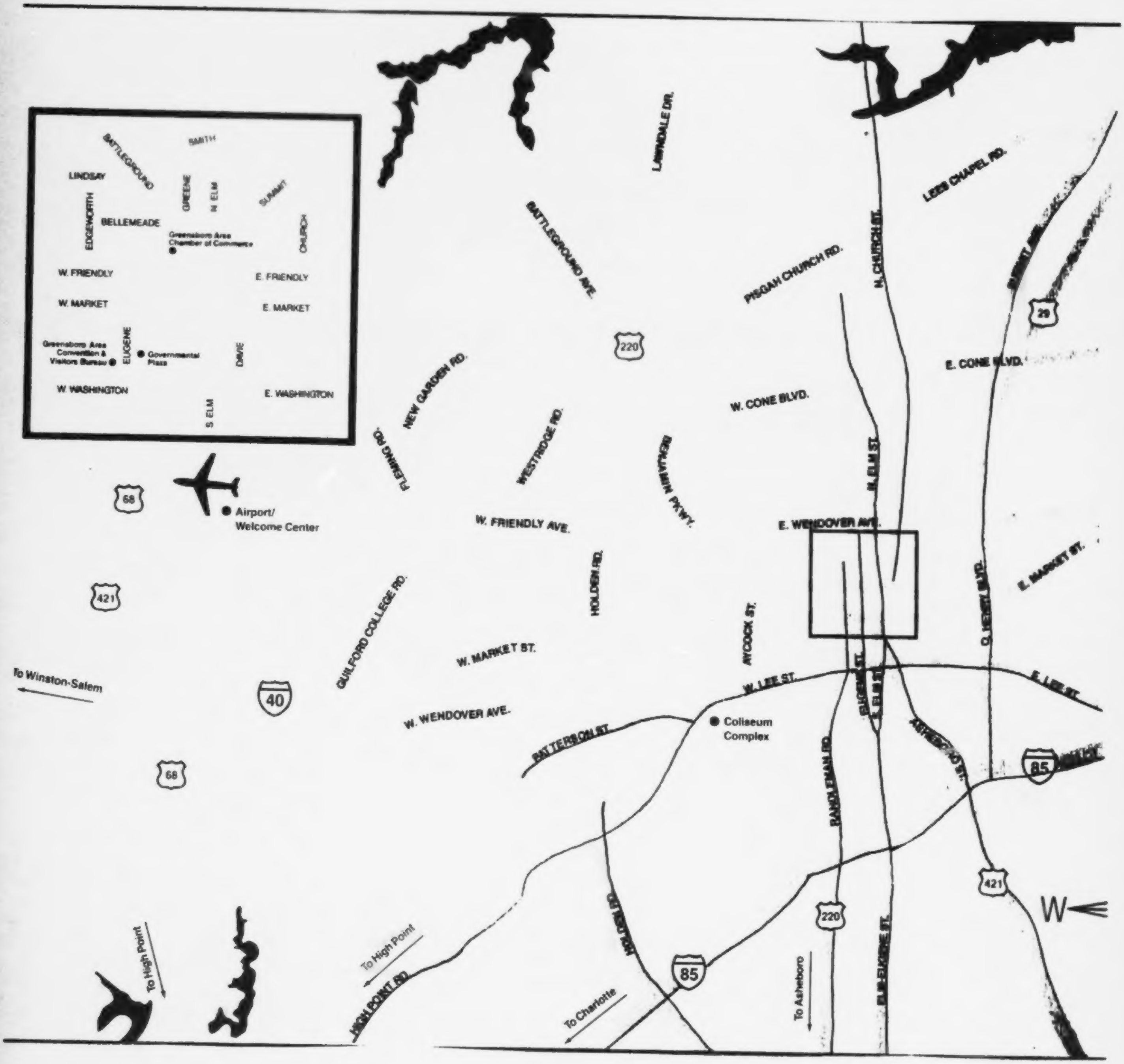
1. You are working in the gift department. Direct a customer to the snack shop.
2. You are in the back of the card shop. Direct a customer to the men's restroom.
3. You are standing at the t-shirt display. Direct a customer to the candy department.

Diagram: The Gift Shop Sam's Amusement Center



TEST ITEM 002-2.10-02

INSTRUCTIONS TO STUDENTS: Assume you are an employee of a local restaurant located at the intersection of North Church Street and Lees Chapel Road. A tourist has telephoned requesting directions to your business from the intersection of I-40 and Guilford College Road. Using the map below, write the directions given to assist the customer to your location.



COMPETENCY OBJECTIVE 2.11: Handle customer inquiries.

TEST ITEM 002-2.11-01

INSTRUCTIONS TO STUDENTS: Assume that you are an Information Center employee at your local Chamber of Commerce. A family of five including a man, woman and three small children is requesting information. Respond to the following inquiries.

1. Which moderately-priced hotel/motel would you recommend in this area?
2. What full-service restaurants would you recommend for dinner that would accommodate our family?
3. Would you recommend at least two area attractions that our family might enjoy visiting?

TEST ITEM 002-2.11-02

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Determine if each statement is true or false. Write the correct response (true or false) in the blank to the left of each statement.

________1. When conversing with customers, think about your intended audience before you speak.

________2. In the business world, the customer is the boss.

________3. Confidence in yourself and your ability to serve the customer contributes to successful conversations with customers.

________4. A cool, indifferent attitude of an employee helps to create a positive impression of the business.

________5. The goodbye stage is important in handling customer inquiries because it creates a lasting impression.

COMPETENCY OBJECTIVE 2.12: Interpret business policies to customers/clients.

TEST ITEM 002-2.12-01

INSTRUCTIONS TO STUDENTS: Match each of the terms listed in Column A with the most closely related term in Column B. Record the letter of your choice in the blank to the left.

Column A	Column B
________1. Personnel policy	a. Baby strollers are available to customers free of charge
________2. Merchandise policy	b. No refunds on merchandise without a receipt
________3. Credit policy	c. Personal checks are not accepted
________4. Service policy	d. All employees must wear the company uniform during work hours
________5. Company organization policy	e. Employee complaints should be reported to immediate supervisors

TEST ITEM 002-2.12-02

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Determine if each statement is true or false. Write the correct response (true or false) in the blank to the left of each statement.

________1. Business policies are intended to create an image in the customer's mind before, during and after the sale.

________2. Business policies provide a basis for handling customer problems.

________3. Consistent business policies contribute very little to repeat business.

________4. Accepting credit cards is an example of a merchandise policy.

________5. Business policies assist in minimizing future problems.

COMPETENCY OBJECTIVE 2.13: Handle difficult customers.

TEST ITEM 002-2.13-01

INSTRUCTIONS TO STUDENTS: List the procedures that should be used by a salesperson to handle difficult customers.

TEST ITEM 002-2.13-02

INSTRUCTIONS TO STUDENTS: Assume that you are an employee at Max's Seafood Restaurant. An angry customer approaches you at the cash register, slams the bill for their meal on the counter and complains loudly about the service received from the waitress. The waitress, according to the customer, displayed a negative attitude and was slow to serve and meet requests of the customer. The customer shouts, "I don't think that I should be expected to pay full price for this meal!"

Answer the following questions concerning the customer's complaints:

1. What is the problem?
2. What is th customer's complaint?
3. What questions would you ask the customer?
4. List possible solutions to the customer's complaint.
5. Select the best solution and explain why this solution is the best choice.

COMPETENCY OBJECTIVE 2.14: Handle difficult customers.

TEST ITEM 002-2.14-01

INSTRUCTIONS TO STUDENTS: Assume the role of an employee of the Seaside Hotel located on the beach. Individuals in all stages of life frequently visit your hotel. Identify a specific need for each of the life stages below and indicate a service that could be offered by the hotel to meet the need.

Life Stage	Need	Service
1. Young, single people		
2. Newly married couple, no children		
3. Full-Nest I, youngest child under 6		
4. Full Nest II, yougest child 6 or older		
5. Full Nest III, older couple with dependent children		
6. Empty Nest I, older couple no children		
7. Empty Nest II, older couple retired		
8. Solitary survivor, employed		
9. Solitary survivor, retired		

TEST ITEM 002-2.14-02

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Determine if each statement is true or false. Write the correct response (true or false) in the blank to the left of each statement.

________1. Customers like to feel that they matter, that they are special.

________2. Travelers/tourists should be treated as unique individuals.

________3. According to Maslow's Hierarch of Human Needs, the most important level of need is the social need.

________4. In the whole-person concept, sometimes a person's roles coincide and conflict.

________5. Tact, courtesy and respect should be used in addressing individual tourist/traveler's needs.

COMPETENCY OBJECTIVE 2.15: Explain the critical aspects of business image.

TEST ITEM 002-2.15-01

INSTRUCTIONS TO STUDENTS: Define business image.

TEST ITEM 002-2.15-02

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Determine if each statement is true or false. Record the correct response (true or false) in the blank to the left of each statement.

________1. Businesses have distinctive qualities that make impressions on people.

________2. Employees can be the best or worst asset the tourist industry has in forming positive images for its businesses.

________3. Tourists usually frequent hotels and restaurants that have an image similar to the image that they have of themselves.

________4. Creating an image for a tourist attraction is a simple process.

________5. Atmosphere and appearance have little effect on the customer's image of a business.

COMPETENCY OBJECTIVE 2.16: Explain the role of customer services.

TEST ITEM 002-2.16-01

INSTRUCTIONS TO STUDENTS: Identify the customer services offered by tourism-related businesses from the list below. Place a "C" in the blank to the left of the services that are Cost Recovery. Place an "N" in the blank to the left of the services that are No Cost Services.

________1. Baby Strollers

________2. One-hour film processing

________3. Shipping

________4. Parking

________5. Restroom attendants

________6. Playground areas

________7. Postal service

________8. Bellman/porter

________9. Room service

________10. First aid station

TEST ITEM 002-2.16-02

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Determine if each statement is true or false. Write the correct response (true or false) in the blank to the left of each statement.

________1. Sales supporting services are provided by businesses to support the products that they sell.

________2. Goodwill is the positive feelings that people have toward a particular business.

________3. Credit services involve activities such as delivery, storage, shipping and gift wrapping.

________4. Customer accommodation services are conveniences which assist customers in gaining maximum satisfaction from the merchandise they buy.

________5. Personal shoppers are an example of informational or advisory services.

COMPETENCY OBJECTIVE 2.17: Explain key factors in building clientel.

TEST ITEM 002-2.17-01

INSTRUCTIONS TO STUDENTS: Read each of the following incomplete sentences. Determine which of the completion choices is most appropriate for each statement. Write the letter of this response in the space provided to the left.

________1. A market for products and services is composed of ________.
a. Wants and needs
b. Potential consumers
c. Money
d. Homeowners

________2. The market for air transportation is ________ the market for bus transportation.
a. Larger than
b. About the same size as
c. Smaller than
d. Not appropriate for

________3. Markets are people with
a. Different needs and wants
b. Dissimilar characteristics
c. Something in common
d. The same objectives

________4. Markets are people ________.
a. Who live in the same geographic location
b. With money to spend
c. With incomes over $20,000
d. Of the same age

________5. The process of dividing the total consumer market into smaller groups of people is referred to as ________.
a. Market division
b. Marketing research
c. Market identification
d. Market segmentation

TEST ITEM 002-2.17-02

INSTRUCTIONS TO STUDENTS: For each of the products, write at least one number that corresponds to a possible characteristic of potential customers for the product.

Products

________1. Curling iron

________2. Dog biscuits

________3. Mink coat

________4. Bathing suit

________5. Air conditioner

________6. Bird cage

________7. Football helmet

________8. Electric typewriter

Characteristics

1. Sex (male/female)
2. Age group
3. Geography
4. Education level
5. Marital status
6. Family size
7. Income level
8. Race
9. Pet ownership
10. Nationality
11. Home ownership
12. Occupation

COMPETENCY OBJECTIVE 2.18: Explain the selling process.

TEST ITEM 002-2.18-01

INSTRUCTIONS TO STUDENTS: From the following statements, select those which indicate the importance of selling. Place an "X" in the blank to the left of the statements you choose.

________1. Selling activities raise the standard of living.

________2. Selling activities raise inflation rates.

________3. Selling activities create demand for new products.

________4. Selling activities create jobs for others.

________5. Selling activities raise product prices.

TEST ITEM 002-2.18-02

INSTRUCTIONS TO STUDENTS: Arrange the steps of a sale in the correct order. Number one through seven in the blanks to the left of the steps.

________1. Feature-benefit presentation

________2. Approach

________3. Suggestive selling and reassurance

________4. Overcoming objections

________5. Closing the sale

________6. Determining wants and needs

________7. Preapproach

TEST ITEM 002-2.18-03

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Determine if each statement is true or false. Write the correct response (true or false) in the blank to the left of each statement.

_________1. The merchandise approach is most effective when the product features relate to the customer's needs.

_________2. Salespeople should stop selling when customers have objections because the customer is no longer interested.

_________3. Excuses are based on the merchandise while objections are the customer's way of delaying the sale.

_________4. To determine wants and needs, a salesperson should observe, question and listen to the customer.

_________5. The sale is complete when a salesperson asks for the close.

COMPETENCY OBJECTIVE 2.19: Obtain product information.

TEST ITEM 002-2.19-01

INSTRUCTIONS TO STUDENTS: Place a check in the blank to the left of each source of product information.

________1. Price tickets

________2. Customers

________3. Manufacturer's leaflets and brochures

________4. Price index

________5. Hangtags

________6. Stock market report

________7. Product itself

________8. Salespeople

TEST ITEM 002-2.19-02

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Determine if each statement is true or false. Write the correct response (true or false) in the blank to the left of each statement.

________1. Product information is less important today due to the increase in self-service businesses.

________2. A salesperson who is not familiar with a product cannot sell effectively.

________3. Well-informed salespeople fear objections from their customers.

________4. It is not important to know your competition and the products they have for sale.

________5. Product knowledge includes what products are not carried by the store.

COMPETENCY OBJECTIVE 2.20: Process telephone orders.

TEST ITEM 002-2.20-01

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Determine if each statement is true or false. Write the correct response (true or false) in the blank to the left of each statement.

________1. Telephone selling is more difficult than personal selling.

________2. Many businesses are increasing their use of the telephone for selling.

________3. The opening statement in a telephone sales situation is not as important as the approach in a face-to-face sales situation.

________4. Time should be spent preplanning a telephone sales situation.

________5. "Canned" sales presentations are the most effective method of making a telephone sales presentation.

TEST ITEM 002-2.20-02

INSTRUCTIONS TO STUDENTS: Assume the role of an employee of a telemarketing company. Your company is currently promoting Funland USA, a local theme park. The park offers the following attractions:

The largest roller coaster in the world
"Smallville"—ten rides for children under 6
Six variety shows offered at various times throughout the day
Wear rides
Open 9:00 am to 10:00 pm
Shuttle bus service from parking lot
Food and beverage concessions
Shopping
Picnic areas
Covered rest areas

You have been assigned the task of preplanning the telephone sales presentation for Funland USA. Use the following steps to develop your presentation.

a. Opening statement: Write an appropriate opening statement
b. Establishing rapport: Write a statement that would establish rapport
c. Feature-benefit statement: Write two feature-benefit statements
d. Qualifying questions: Write three qualifying questions
e. Additional feature-benefit statements: Write three feature-benefit statements to use in your sales message
f. Overcoming objections: Write two objections your customer might have
g. Develop an answer to overcome each objection
h. Closing the telephone sale: Write an example of a choice and an assumed close.

COMPETENCY OBJECTIVE 2.21: Process the various methods of customer payment.

TEST ITEM 002-2.21-01

INSTRUCTIONS TO STUDENTS: You are a salesperson (#4) in the High Plaza Hotel Gift Shop. On May 10 of this year, Ms. Linda Smith of 307 Brevard Road, Asheville, NC 28806, purchases the following items:

1 porcelain figurine, @ $49.95
2 t-shirts, size medium, @ $10.00 each
1 necklace, @ $16.98

Ms. Smith will pay cash for the purchase. The sales tax rate is 6%. Complete the sales check.

TEST ITEM 002-2.21-02

INSTRUCTIONS TO STUDENTS: Sequence the following tasks involved in credit sales by listing the number of each step in the blank provided.

________Totaling the sale

________Obtaining the customer's credit card

________Checking invalid list

________Stamping the charge slip with the credit card

________Computing the tax

________Thanking the customer

________Subtotaling the sale

________Itemize the purchases

________Obtain customer's signature

________Give customer his/her copy of the sales slip

COMPETENCY OBJECTIVE 2.22: Recognize the importance of security and safety precautions.

TEST ITEM 002-2.22-01

INSTRUCTIONS TO STUDENTS: For the safety practices listed below, give the benefit of each practice to the business and to the customer in the appropriate columns.

Safety Practice	Benefit to Business	Benefit to Customer
1. Clear stairways		
2. Clearly marked exit doors		
3. Completed accident reports		
4. Closed stock drawers		
5. Clear elevator areas		
6. Clean floors		
7. Enforcement of no-smoking rules		

TEST ITEM 002-2.22-02

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Determine if each statement is true or false. Write the correct response (true or false) in the blank to the left of each statement.

________1. Shoplifting can be minimized by the proper store layout.

________2. Employee theft of merchandise is called larceny.

________3. Pilferage is a type of stealing done by hiding small amounts of merchandise in shopping bags, purses, pockets, etc.

________4. Kleptomaniacs steal on an abnormal impulse.

________5. Engaging salespeople in a conversation, acting suspicious and asking salespeople for merchandise from a stockroom are techniques used by blockers.

KEY TO TEST ITEMS
CUSTOMER RELATIONS

TEST ITEM 002-1.02-01
1, 2, 3, 5, 6, 10, 11, 12, 14, 15

TEST ITEM 002-2.01-02
1. h
2. c
3. f
4. d
5. i
6. j
7. a
8. b
9. e
10. g

TEST ITEM 002-2.02-01
1, 5, 6, 7, 9

TEST ITEM 002-2.02-02
1. False
2. True
3. False
4. False
5. True

TEST ITEM 002-2.02-03
1. False
2. True
3. True
4. True
5. False

TEST ITEM 002-2.03-01
Answers will vary.

TEST ITEM 002-2.03-02
1. c
2. d
3. b
4. e
5. a
6. f

TEST ITEM 002-2.04-01
1. True
2. False
3. True
4. True
5. False

TEST ITEM 002-2.04-02
Answers will vary. Students should show evidence of following the Nine Commandments of Public Speaking.

TEST ITEM 002-2.05-01
2, 3, 5

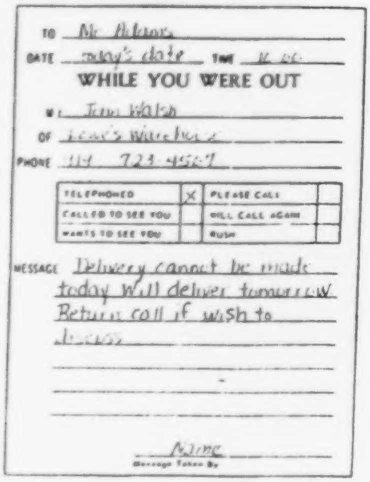
TEST ITEM 002-2.05-02
1. False
2. True
3. False
4. True
5. False

TEST ITEM 002-2.06-01
1. New policies and procedures
2. Lost and found box
3. Location behind service desk (2nd floor)
4. Dress code
5. Wednesday
6. Sleeveless garments or jeans
7. Pant suits—no dress pants and blouses—hips covered with a jacket or sweater
8. No more than 2" above or below the knee
9. Suit or sportscoat and tie
10. Prohibits eating and drinking on the selling floor
11. Drink machines removed
12. New computer system for inventory
13. 3
14. 001—torn off and put under counter in box
    002—put on spindle beside register
    003—remain on garment
15. Mr. Carter's office—2nd floor behind furniture department

TEST ITEM 002-2.06-02
1. False
2. False
3. True
4. False
5. True

TEST ITEM 002-2.07-01
1. True
2. True
3. False
4. False
5. True

TEST ITEM 002-2.07-02



TO Mr. Adams

DATE today's date TIME 11:00

WHILE YOU WERE OUT

M Tom Walsh

OF Lowe's Warehouse

PHONE 111 723-4567

TELEPHONED	☒	PLEASE CALL	☐
CALLED TO SEE YOU	☐	WILL CALL AGAIN	☐
WANTS TO SEE YOU	☐	RUSH	☐

MESSAGE Delivery cannot be made today Will deliver tomorrow Return call if wish to discuss

Name
Message Taken By

TEST ITEM 002-2.08-01

Letters should be written in block or modified block format. Wording will vary.

TEST ITEM 002-2.08-02

Wording will vary. Memo should be clear and concise.

TEST ITEM 002-2.09-01

a. $.46
b. no tax
c. $.69
d. $.34
e. $1.04

TEST ITEM 002-2.09-02

a. 231 miles
b. 142 miles
c. 178 miles
d. 367 miles
e. 404 miles

TEST ITEM 002-2.10-01

Directions will vary. Directions should be clear.

TEST ITEM 002-2.10-02

Answers will vary. Directions should be clear and concise.

TEST ITEM 002-2.11-01

Answers will vary.

TEST ITEM 002-2.11-02

1. True
2. True
3. True
4. False
5. True

TEST ITEM 002-2.12-01

1. d
2. b
3. c
4. a
5. e

TEST ITEM 002-2.12-02

1. True
2. True
3. False
4. False
5. True

TEST ITEM 002-2.13-01

Listen to customer
Pause before answering
Show empathy
Restate problem
Address the problem

TEST ITEM 002-2.13-02

1. An angry customer to deal with
2. Poor service
3. Answers will vary
4. Answers will vary
5. Answers will vary

TEST ITEM 002-2.14-01

Answers will vary.

TEST ITEM 002-2.14-02

1. True
2. True
3. False
4. True
5. True

TEST ITEM 002-2.15-01

How a firm is viewed by consumers and others.

TEST ITEM 002-2.15-02

1. True
2. True
3. True
4. False
5. False

TEST ITEM 002-2.16-01
1. N
2. C
3. C
4. N
5. N
6. N
7. C
8. N
9. C
10. N

TEST ITEM 002-2.16-02
1. True
2. True
3. False
4. True
5. True

TEST ITEM 002-2.17-01
1. b
2. a
3. c
4. b
5. d

TEST ITEM 002-2.17-02
1. 1, 2, 8
2. 9, 11
3. 1, 2, 3, 7
4. 3
5. 3, 7, 11
6. 9
7. 1, 2, 12
8. 4, 7, 12

TEST ITEM 002-2.18-01
1, 3, 4

TEST ITEM 002-2.18-02
1. 4
2. 2
3. 7
4. 5
5. 6
6. 3
7. 1

TEST ITEM 002-2.18-03
1. True
2. False
3. False
4. True
5. False

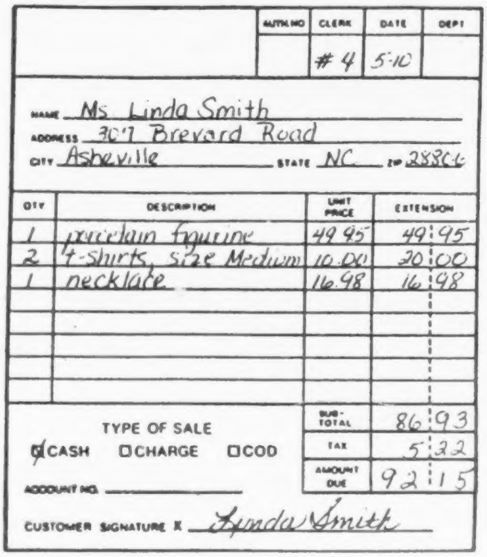
TEST ITEM 002-2.19-01
1, 2, 3, 5, 7, 8

TEST ITEM 002-2.19-02
1. False
2. True
3. False
4. False
5. True

TEST ITEM 002-2.20-01
1. True
2. True
3. False
4. True
5. False

TEST ITEM 002-2.20-02
Answers will vary.

TEST ITEM 002-2.21-01



AUTH. NO	CLERK	DATE	DEPT
	# 4	5-10	

NAME Ms Linda Smith
ADDRESS 307 Brevard Road
CITY Asheville STATE NC ZIP 28806

QTY	DESCRIPTION	UNIT PRICE	EXTENSION
1	porcelain figurine	49.95	49 95
2	T-shirts, size Medium	10.00	20 00
1	necklace	16.98	16 98
		SUB-TOTAL	86 93
		TAX	5 22
		AMOUNT DUE	92 15

TYPE OF SALE
☑ CASH ☐ CHARGE ☐ COD

ACCOUNT NO. ____

CUSTOMER SIGNATURE X Linda Smith

TEST ITEM 002-2.21-02
6, 1, 2, 7, 5, 10, 4, 3, 8, 9

TEST ITEM 002-2.22-01
Answers will vary

TEST ITEM 002-2.22-02
1. True
2. False
3. True
4. True
5. False

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FOR
TRAVEL DESTINATIONS

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COMPETENCIES

TRAVEL DESTINATIONS

COMPETENCY GOAL 3: The learner will understand the fundamentals of travel destinations as related to tourism.

COMPETENCY OBJECTIVES

3.01 Explain destinations.

3.02 Describe geographic aspects of North Carolina as related to tourism.

3.03 Demonstrate the use of a map.

3.04 Identify types of destinations.

3.05 Summarize the impact of travel/tourism on an area's environment.

3.06 Analyze the need for accessibility of destinations by handicapped tourists.

CONTENT/TEACHING OUTLINE
TRAVEL DESTINATIONS

PLANNING NOTES

I. Travel Destinations

- A. Definition: Specific areas that travelers choose to visit
  - 1. Spend a significant amount of time (not stop over)
  - 2. Selection made according to motivations and purposes
    - a. Business
    - b. Visit
    - c. Sightseeing
    - d. Combination of above

SA-1

- B. Appeal to the traveler
  - 1. Value for dollar
  - 2. Attitude of people
  - 3. Variety of activities
  - 4. Natural beauty and climate
  - 5. Comfortable accommodations
  - 6. Accessibility of area
  - 7. Cultural and social characteristics

SA-2

- C. Decisions related to destinations
  - 1. Where to go
  - 2. When to go
  - 3. Mode of transportation
  - 4. Who to take along
  - 5. How long to be gone
  - 6. Things to see and do
  - 7. Accommodations to use
  - 8. How much time to spend
  - 9. Route(s) to take

SA-3; SA-4; OR SA-5; SA-6
CTIB 003-3.01-01

- D. Traveler classification by activities
  - 1. Young sports traveler
    - a. Bicycling
    - b. Canoeing
    - c. Hiking
    - d. Horseback riding
    - e. Swimming
    - f. Tennis
  - 2. Outdoorsman
    - a. Power boating
    - b. Fishing
    - c. Hunting
    - d. Ice fishing
    - e. Snowmobiling
  - 3. Winter/Water
    - a. Sailing
    - b. Canoeing
    - c. Snow skiing

d. Tennis
e. Water skiing
4. Sightseer
a. Natural resources
b. Historical sites
c. Culture-concerts/plays, art shows
d. Man-made attractions
e. Museums
f. Festivals
5. Resort
a. Golf
b. Tennis
c. Casino gambling
6. Nightlife activities
a. Professional sports
b. Major amusement parks
c. Man-made attractions
d. Nightclubs and restaurants
e. Casino gambling

SA-7

E. Difference between travel touring and travel destinations
1. Travel touring
a. Origin to origin—weekend average 597 miles
b. Origin to origin—vacation average 1096 miles
2. Travel destination
a. Origin to origin—Weekend average 217 miles one way
b. Origin to destination—vacation averages 399 miles one way

SA-8
CTIB 003-3.01-02

II. North Carolina Geography

A. General Information

SA-9

1. Land area covers 52,712 miles
2. Ranks 28th among states in land area
3. Distances covered:
a. East-West—approximately 500 miles
b. North-South—approximately 185 miles
4. Water resources
a. 37,014 miles of freshwater streams and rivers
b. 305,367 acres of lakes and reservoirs
c. 2,044,375 acres of estuaries and sounds
5. Climate
a. Moderate from coast to mountains
b. Few extreme temperatures
6. North Carolina is divided into 100 counties

B. Three Major Regions
1. Coastal region
a. 45% of land mass—extending 70-100 miles to Piedmont
b. Divided into two areas
1) Coastal region

- a) General characteristics
  - 1. Low and flat
  - 2. Ocean tidelands
  - 3. Marshes
- b) Barrier islands
- c) Bodies of water
  - 1. Rivers
  - 2. Oceans
  - 3. Sounds
  - 4. Lakes
- d) Natural tourist attractions

- 2) Inner coastal plain
  - a) General characteristics
    - 1. Sandhills
    - 2. Slightly higher elevation
  - b) Bodies of water
    - 1. Rivers
    - 2. Lakes
  - c) Natural tourist attractions

- 2. Piedmont
  - a. 39% of land mass
  - b. 200 miles westward
  - c. Characteristics of land
    - 1) Rolling hills
    - 2) Fall line
  - d. Bodies of water
    - 1) Rivers
    - 2) Lakes
  - e. Natural tourist attractions
- 3. Mountains
  - a. 16% of land mass
  - b. Appalachian region
    - 1) Covers 6,000 miles
    - 2) Blue Ridge
    - 3) Great Smoky Mountains
  - c. Natural tourist attractions

SA-10; SA-11; SA-12
CTIB 003-3.02-01

- C. Geographic Location of North Carolina
  - 1. Section of country located
  - 2. States bordering
  - 3. Relationship to rest of country in terms of travel
  - 4. Relationship to rest of the world in terms of travel

SA-13
CTIB 003-3.02-02

- III. Demonstrating Map Uses

  - A. Locate destinations
    - 1. Map legend
    - 2. Destinations
      - a. Letters and numbers on a grid
      - b. Longitude and lattitude

SA-14; SA-15; SA-16

  - B. Road and highway symbols found on a map
    - 1. Interchanges
    - 2. Multiland highways

3. Hard surface roads
4. Gravel, soil roads
5. Roads/highways under construction
6. Blue Ridge Parkway
7. National Park Road
8. Road symbols
    a. Interstate
    b. United States roads
    c. North Carolina roads
    d. US Bike

SA-17

C. Understanding map symbols
1. State and national forests
2. Airports
    a. Scheduled airlines
    b. Military airports
    c. Other
3. Points of interest
4. Rest areas
5. Welcome centers
6. Hospital emergency service
7. Park campsites
8. Railroad
9. Ferry
10. Ski area
11. Populations of cities and towns
12. County seats and state capital

SA-18; SA-19

D. Calculating mileage between destinations
1. Mileage scales
    a. Miles
    b. Kilometers
2. Mileage on the map
    a. Between two junctions
    b. Total mileage between two asterisks

E. Using a map to plan a trip

SA-20
CTIB 003-3.03-01

F. Giving directions
1. Problems with directions
    a. Hard to remember
    b. Information misunderstood or misinterpreted
    c. Can be vague
    d. Are not listened to carefully
2. How to give directions
    a. Know your community or area
    b. Listen to what is being asked
    c. Use words right, left, straight ahead. Avoid east, west, north, or south.
    d. Use map to show directions. Draw sketch to illustrate directions if map not available
    e. Mention landmarks to guide traveler
    f. Explain distances in terms of miles or blocks
    g. Explain any symbol found on legends of maps
    h. Explain street numbering system

i. If you don't know refer traveler to another source	
j. Be courteous and friendly	SA-21 CTIB 003-3.03-02
IV. Destination Types	
A. Natural Resources	SA-22; SA-23
1. Climate	
2. Beaches	
3. Mountains	
4. Bodies of water	
5. Points of natural beauty	SA-24; SA-25
B. Cultural Destinations	
1. Historical	
a. Events of importance	
b. Places/areas	
c. Famous people	SA-26 OR SA-27; SA-28; SA-29
2. Museums	
3. Theatrical productions	
a. Musicals	
b. Dramatic presentations	
c. Film presentations	SA-30
C. Recreational Facilities	SA-31
1. Theme parks	SA-32; SA-33
2. Ski resorts	
3. Beaches	
4. Marinas	
5. Campgrounds	SA-34
D. Special Events	
1. Festivals	SA-35
2. Celebrations	
3. Sports	SA-36
4. Craft shows	
E. Destinations Involving Specific Activities	
1. Shopping	SA-37
2. Business	
a. Seminars/meetings/conventions	
b. Training programs	
c. Trade shows	
d. International-related travel	SA-38; SA-39; SA-40; SA-41; SA-42 CTIB 003-3.04-01-02
V. Impact on Area's Environment	
A. Importance of natural resources as part of environment	SA-43; SA-44; SA-45
1. Most important element in the development of tourist destination	
2. Protection of natural environment is important factor in successful development of area as long-term travel destination	

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3. Lack of planning for environmental impact of travel can result in environmental cost	CTIB 003-3.05-01
B. Effects on wildlife	SA-46
1. Disrupting feeding and breeding	
2. Killing of animals	
3. Destruction of habitats	
4. Restriction of wildlife natural movement	
C. Effects on landscape	
1. Erosion	
2. Development	
3. Destruction of natural beauty	
D. Kinds of pollution	
1. Land	
2. Water	
3. Air	
4. Chemical	
5. Waste	SA-47; SA-48 CTIB 003-3.05-02
E. Protecting the environment of destinations	
1. Strategies to keep environment clean	
a. Adopt-a-highway program	
b. Community improvement projects	
c. School-sponsored projects	SA-49
2. Environmental regulations	
a. National	
b. State	
c. Local	SA-50
3. Local environmental issues	SA-51
VI. Background To Handicapped Tourism	
A. Potential market over 50 million	
1. Mobility allows for travel opportunities	
2. Awareness for accessibility of destinations	SA-52; SA-53
B. Handicapping conditions	
1. Physical	
2. Mental	
3. Sensory	SA-54; SA-55
C. Criteria for evaluating destinations for handicapped	SA-56; SA-57; SA-58
1. Parking	
2. Entrances	
3. Interiors	
4. Exteriors	
5. Restrooms	CTIB 003-3.06-01
D. Issues associated with handicapping conditions	
1. Handicap as related to the individual	
2. Attitude(s) of others toward handicapped person	
3. Physical barriers	SA-59

E. Accessibility of destinations to handicapped
  1. Recognizing symbols related to handicapped access
  2. Evaluate accessibility of destinations found in N. C.
     a. Mountains
     b. Piedmont
     c. Coast

SA-60; SA-61; SA-62; SA-63; SA-64
CTIB 003-3.06-02

STUDENT ACTIVITIES

TRAVEL DESTINATIONS

Read pages 124-130 in ***Tourism: Principles, Practices, Philosophies*** (PR-1). SA-1

List the destination appeal in the order that you think would be most important to least important. Survey several different age groups to see what their rankings would be. Compare your results—see what most people would consider important in the appeal of a destination. SA-2

You are to research the details of a trip that you have recently taken. Include the following information: SA-3
* Purpose of the trip
* What were the appeal(s) of your destination
* List what decisions were made in planning your trip
Your report may either be written and/or orally presented to the class (5-10 minute presentation).

Use your school's Senior trip, you are to plan a trip based on the decisions related to travel destinations, OR SA-4

Plan a trip for a family of four. SA-5

Interview a travel agent and discuss motivations/purposes, appeals, and decisions made by his/her clients in choosing a destination. SA-6

Using travel-related magazines (***Southern Living, Southern Travel***, etc.), identify two ads that would appeal to each of the classification of travelers' activities. SA-7

Read ***Tourism Planning*** (PR-2). Using your community as the starting point, see where you would arrive if you were to plan a travel touring trip for a vacation or just for a weekend. Do the same for a travel destination trip both for a vacation and a week trip. SA-8

In ***North Carolina: The History of An American State*** (PR-3), read chapters 1 and 2. SA-9

Read ***The North Carolina Gazetteer*** (PR-4) as a resource for SA-11. SA-10

Students are to work in four groups. Each group will be assigned a region of the state. Your group will complete the following: SA-11

a. Draw a map of your region
   Identify all physical characteristics; label bodies of water and natural attractions
b. Prepare to give a 5-10 minute talk on the region
c. Place each region together to form a composite of entire state.
   NOTE: Be sure to highlight your county in the region in which it is located.
   Each student could do this project as an individual project.

Study the affects of weather on tourism in your area. Check your phone directory for local weather information or contact the nearest Weather Service Office for weather trends in your area. SA-12

Locate North Carolina on a map of the United States and explain its location as a travel destination in relationship to the rest of the country and the world. SA-13

Read ***North Carolina Official Highway Map*** (PR-5). Locate the legend for the map, the Index of Towns and Cities, Index of Counties and the Mileage Index. SA-14

You are to locate and list the grid coordinates for your community. Now locate your community using longitude and latitude (PR-5). SA-15

Locate 10 major cities using the Index of Cities and Towns (PR-5). SA-16

On PR-5, locate an example of each type or condition of road or highway as used on the map's legend. List the coordinates from the map. Answer the following: SA-17

* From the map, what road information would you find around the Shallotte area?
* If you were a truck driver, would you drive on the Blue Ridge Parkway? What does the map tell you?
* What does the map tell you about I-40?

On PR-5, locate an example of a city or town near your community that has the following populations: SA-18

* over 10,000
* 5,000 to 10,000
* 2,000 to 5,000
* under 2,000

Find your county seat. Do you know where the nearest 24 Hour Hospital Emergency Service may be found in your area?

Use "Map Symbols" on PR-5, locate an example of each of these symbols. SA-19

You are to plan a trip from Murphy to Cape Hatteras. SA-20

a. Identify the roads/highways you would use.
b. Measure the road mileage (include ferry mileage).
c. What examples of map symbols did you pass? Find 3 examples of each.
d. How many communities/cities did you pass? Identify examples of populations found in the map legend.
e. Locate possible tourist attractions found on your route.
f. Locate the major bodies of water you would cross.
g. What military reservations do you come near? How are these marked on the map? How many do we have in North Carolina?
h. Name the counties you would travel through. How do you know when you have crossed over into another county?
i. Do you cross any railroad tracks? Can you identify what company operates the trains from the map? Name the company.

You are to give directions from your school to the following locations: SA-21

a. Nearest hospital
b. Local restaurant
c. Tourist-related area
d. Hotel/motel

First give the directions without using a map. Use illustrations to help you. Follow the guidelines for giving directions. Were you able to direct a traveler to the above locations in your area?

Now give the same directions using a state or city map. How did your directions compare with these?

In *NC Travel and Tourism Resource Manual* (PR-6), read pages 53-55. View the film "The North Carolina Balloon Television Documentary" (AV-1). SA-22

In *NC Travel and Tourism Resource Manual* (PR-6), read pages 29-32A. Know the locations of all Welcome Centers in the state. Locate the one(s) that is/are located nearest to you. Visit a Welcome Center, your local Chamber of Commerce and/or a Convention and Visitors Bureau that serves your area. What types of information do they offer tourists traveling in your area? SA-23

Read *North Carolina Official Highway Map* (PR-5) and find the natural resources listed for the state as well as your local area. Locate these on the state map. Also, read pages 68-76 in *NC Travel and Tourism Resource Manual* (PR-6). SA-24

View the film: "North Carolina: A Special Kind of Splendor" (AV-2). SA-25

Read *Guide to North Carolina Historical Highway Markers* (PR-7). Locate all the historical markers in your area, OR SA-26

Create a map identifying the location of all historical points of interest in your county.	SA-27
Research SA-26 or SA-27, and give an oral or written report on a historically-related location or event in your area. Base your report on why it would be of interest as a type of cultural destination.	SA-28
Develop a walking tour of a historical area in your community. Draw a map using symbols that someone from outside your area would use in the completion of this tour, OR	SA-29
You may want to modify this activity by developing a tour using an automobile rather than walking. Your area may be spread over too great an area for a walking tour.	
You are to make a calendar of events involving museum displays, dramatic, film or musical presentations that would appeal to a traveler with cultural interest in your area. Check your local Yellow Pages as an additional resource.	SA-30
Read pages 110-114 ***Tourism: Principles, Practices, Philosophies*** (PR-1).	SA-31
Visit a theme park. Describe how the park markets its program as a recreational destination.	SA-32
Visit or research the impact that the North Carolina Zoo has had on the Asheboro area.	SA-33
Prepare a poster relating to a recreational destination that is located in or near your community.	SA-34
Read pages 56-64 in ***NC Travel and Tourism Resource Manual*** (PR-6). Develop an idea for a festival for your school or your area. If your area has a festival, have the president of the event speak to your class on what it takes to hold that type of festival in your community.	SA-35
Answer the question: "Why sporting (amateur or professional) events are an important type of travel destination in North Carolina?"	SA-36
Prepare a list of specific activities found in and/or around your area that involves shopping or business activities.	SA-37
You are to relate examples of the rising role of North Carolina as an international travel destination for business.	SA-38
Combine all types of travel destinations as part of a map of North Carolina OR relate these destinations just to your area.	SA-39

Collect brochures for either state or local attractions and form a collage, poster, or bulletin board. SA-40

Read ***A Complete Traveler's Guide to North Carolina*** (PR-8), ***The Insiders' Guide to the Outer Banks*** (PR-9), and ***North Carolina—The WPA Guide to the Old North State*** (PR-10). Develop a local or area tour based on any of the above references. SA-41

Read ***North Carolina Trivia*** (PR-11). Create a series of trivia questions relating to travel destinations in your section of North Carolina. SA-42

Read pages 15, 201, 236, 512-514 in ***Tourism: Principles, Practices, Philosophies*** (PR-1). SA-43

Read pages 5-26 in ***Environmental Science*** (PR-12). SA-44

Read pages 16-20 in ***Environmental Science*** (PR-12). Identify the types of plants and wildlife found in an area that is directly affected by tourism. SA-45

Read "Plastic Reaps a Grim Harvest in the Oceans of the World" in ***Smithsonian*** (PR-13). Do you have this type of problem in your area? Why would this be a problem for tourist areas? SA-46

Read pages 27-37 in ***Environmental Science*** (PR-12). Locate a natural area that is used as a tourist destination. Complete the following: SA-47

a. List all wildlife and plants found in your selected area.
b. Describe the landscape as related to tourist and tourist-related activities.
c. Identify the types of pollution you found and how it has affected wildlife, plants and the land.

Analyze and evaluate ways in which pollution can destroy an environment. Use an example of the following: SA-48

a. Water pollution
b. Land pollution
c. Air pollution
d. Chemical pollution

Develop a school and/or community area project relating to pollution awareness. An example would be to sponsor a poster contest centered around the awareness of a clean environment and its relationship to attracting tourism to an area. SA-49

Research the state and local environment regulations that are used in your area and that are directly related to tourism. SA-50

You are to keep a record (from newspapers, magazines, etc.) of environmental issues that are related to the development of tourism in your area. SA-51

Read pages 174-178 in ***Tourism: Principles, Practices, Philosophies*** (PR-1). SA-52

Read pages 4-5 in ***Handicap Awareness*** (PR-14). SA-53

Read pages 35-39 in ***Handicap Awareness*** (PR-14). SA-54

Read pages 12-18 in ***Handicap Awareness*** (PR-14). Demonstrate the following handicapping conditions: SA-55

- a. Wheelchair bound
- b. Blind or sight impaired
- c. Deaf or hearing impaired
- d. Crutches

Record your reactions and what barriers you encountered with each handicapping condition.

Read pages i-iv in ***Access North Carolina*** (PR-15). SA-56

Visit a travel destination with a handicapped person, or have a handicapped person speak to your class on the problems they face when traveling. SA-57

Read pages 24-29 in ***Handicap Awareness*** (PR-14). SA-58

Read pages 7-11 and 42-43 in ***Handicap Awareness*** (PR-14). Interview a person from one of these agencies on the subject of accessibility and travel destinations. SA-59

Read the following sections in ***Access North Carolina*** (PR-15): SA-60

- a. Mountains, pages 4-101
- b. Piedmont, pages 102-219
- c. Coast, pages 220-293

Visit a travel destination in your area as a handicapped person. Were you able to have a better understanding of the barriers that a handicapped person must overcome to enjoy a travel destination. SA-61

Analyze and evaluate the possibilities of a tour in your area for handicapped travelers. SA-62

Read pages 294-298 in ***Access North Carolina*** (PR-15). SA-63

Develop strategies related to making travel destinations more accessible to all types of handicapping conditions. SA-64

EVALUATION MEASURES

TRAVEL DESTINATIONS

COMPETENCY GOAL 3: The learner will understand the fundamentals of travel destinations as related to tourism.

COMPETENCY OBJECTIVE 3.01: Explain destinations.

TEST ITEM 003-3.01-01

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Determine which of the completion choices is most appropriate for each statement. Write the letter of this response in the space provided to the left.

________1. Which of the following statements would not be part of an appeal of a destination?
- a. Value for dollar
- b. Variety of activities
- c. Who to take along
- d. Natural beauty
- e. Accessibility of an area

________2. A traveler's motivation and purpose for traveling include.
- a. Business
- b. Visit
- c. Sightseeing
- d. combination of the above
- e. All of the above

________3. A travel destination is
- a. A trip or journey
- b. Specific area that you would choose to visit
- c. A stop over
- d. You would spend a significant amount of time
- e. B and D

________4. Decisions related to travel destinations include
- a. Where to go
- b. Who to take along
- c. Route(s) to take
- d. Things to do and see
- e. All of the above

________5. Viewing the ocean at sunset would be an example of which type of destination appeal?
   a. Value for dollar
   b. Cultural and social characteristics
   c. Attitude of people in the area
   d. Natural beauty and climate
   e. Comfortable accommodations

TEST ITEM 003-3.01-02

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Determine if each statement is true or false. Record the correct response (true or false) in the blank to the left of each statement.

________1. A sightseer would be interested in museums and festivals.

________2. Travel touring trip on a weekend averages 1,096 miles.

________3. Young sports travelers would enjoy golf and tennis.

________4. A travel destination on the weekend averages 217 miles.

________5. Activities involving golf, tennis, and casino gambling would attract a person interested in going to resorts.

COMPETENCY OBJECTIVE 3.02: Describe geographic aspects of North Carolina as related to tourism.

TEST ITEM 003-3.02-01

INSTRUCTIONS TO STUDENTS: Match the following words with their correct definitions.

________1. The total land area of North Carolina

________2. 16%

________3. Moderate with few extremes

________4. 39%

________5. 45%

a. Land mass of Piedmont

b. Climate of N. C.

c. 52,712 miles

d. Land mass of Coast

e. Land mass of Mountains

TEST ITEM 003-3.02-02

INSTRUCTIONS TO STUDENTS: Name the states surrounding North Carolina.

1,

2.

3,

4.

COMPETENCY OBJECTIVE 3.03: Demonstrate the use of a map.

TEST ITEM 003-3.03-01

INSTRUCTIONS TO STUDENTS: Using the information found on a North Carolina highway map, answer the following questions.

Determine the shortest route in planning a trip from Raleigh to Charlotte. Print the mileage in the space provided to the left, and then answer the questions which follow.

________a. Go west on US 70 to Interstate 85, then south on Interstate 85 to Charlotte.

________b. Go south on US 1 to US 64, west on US 64 to NC 49, and then go west on NC 49 to Charlotte.

________c. Go south on US 1 to US 15, west on US 15 to NC 24, and then go west on NC 24 to Charlotte.

1. How many cities on each route have populations of over 10,000.
2. If you decided to go to the North Carolina Zoological Parks and Gardens, which route would you take of the three above?
3. Find the number of the road you would take to actually travel to the zoo.
4. Add the mileage to and from the zoo to the total mileage of the route of your trip.

TEST ITEM 003-3.03-02

INSTRUCTIONS TO STUDENTS: Using a North Carolina highway map, answer the following questions from the Raleigh city map insert.

1. The state capital is located between what two streets (east to west)?
   a.
   b.
2. Twenty-four hospital emergency services have three locations. Locate and name the street each is near.
   a.
   b.
   c.
3. Carter Stadium and the Fairgrounds are located between ________ and ________.

4. What highways form a beltline around Raleigh? List each highway by its classification.

   Highway Number — Classification

5. If you take Hillsborough Street west, you would be on ________ going toward ________.

COMPETENCY OBJECTIVE 3.04: Identify types of destinations.

TEST ITEM 003-3.04-01

INSTRUCTIONS TO STUDENTS: Complete the statements below by filling in the missing word(s).

1. ________ destinations would include historical events or places, museums and theatrical productions.
2. Theme parks, ski resorts, campgrounds and beaches are examples of ________.
3. Festivals, sports events and celebrations are ________ destinations.
4. Climates, mountains and beaches are destinations that have ________.
5. Shopping and business are examples of destinations involving ________.

TEST ITEM 003-3.04-02

INSTRUCTIONS TO STUDENTS: Give two examples for each of the following types of destinations.

1. Natural resources
   a.
   b.
2. Cultural destinations
   a.
   b.
3. Recreational facilities
   a.
   b.
4. Special events
   a.
   b.
5. Destination involving specific activities
   a.
   b.

COMPETENCY OBJECTIVE 3.05: Summarize the impact of travel/tourism on an area's environment.

TEST ITEM 003-3.05-01

INSTRUCTIONS TO STUDENTS: Complete the following statements.

1. ________ is the most important element in the development of a tourist destination.

2. ________, ________, ________, and ________ can have adverse affects on wildlife.

3. An important factor in the long term success of a tourist destination is the ________ of the natural environment.

4. Lack of planning can result in ________.

5. ________ is a major problem in beach areas.

TEST ITEM 003-3.05-02

INSTRUCTIONS TO STUDENTS: Match the kind of pollutions with the following examples of pollution.

________1. Air	a. Raw sewage
________2. Chemical	b. Trash
________3. Land	c. Oil
________4. Water	d. Acid rain
________5. Waste	e. Exhaust

COMPETENCY OBJECTIVE 3.06: Analyze the need for accessibility of destinations by handicapped tourists.

TEST ITEM 003-3.06-01

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Determine if each statement is true or false. Record the correct response (true or false) in the blank to the left of each statement.

________1. Handicap populations are a market of over 50 million people.

________2. All handicapped persons are unable to reach travel destinations.

________3. The only barriers to handicapped persons are physical.

________4. ***Access North Carolina*** attempts to let handicapped persons know what areas are accessible for them to visit and enjoy.

________5. Attitudes of others toward handicapped persons can be harder than physical barriers to overcome.

TEST ITEM 003-3.06-02

INSTRUCTIONS TO STUDENTS: Match each of the following FEATURE SYMBOLS with its correct meaning.

FEATURE SYMBOL	MEANING
_____1.	a. Entrance
_____2.	b. Restrooms
_____3.	c. Parking
_____4.	d. Exterior
_____5.	e. Interior

KEY TO TEST ITEMS
TRAVEL DESTINATIONS

TEST ITEM 003-3.01-01

1. c
2. c
3. c
4. e
5. d

TEST ITEM 003-3.01-02

1. True
2. False
3. False
4. True
5. True

TEST ITEM 003-3.02-01

1. c
2. e
3. b
4. a
5. d

TEST ITEM 003-3.02-02

1. Virginia
2. South Carolina
3. Tennessee
4. Georgia

TEST ITEM 003-3.03-01

a. 164 miles
b. 143 miles
c. 140 miles
1. a-10, b-4, c-5
2. B
3. Highway 159
4. 16 miles round trip
   143 + 16 = 159 miles

TEST ITEM 003-3.03-02

1. Edenton and New Bern
2. New Bern Avenue, Ridge Road
   Wake Forest Road
3. I-40 and NC 54
4. I-40 Interstate
   64 US Highways
   70 US Highways
   401 US Highways
   50 NC State Road
5. NC 54; Chapel Hill

TEST ITEM 003-3.04-01

1. Cultural
2. Recreational
3. Special Events
4. Natural Resources
5. Specific Activities

TEST ITEM 003-3.04-02

1-5 Teacher may use types of destinations found in the local area.

TEST ITEM 003-3.05-01

1. Natural resources
2. Disrupting feeding and breeding
   killing of animals
   destruction of habitats
   restriction of wildlife natural movement
3. Protection
4. Environment
5. Erosion

TEST ITEM 003-3.05-02

1. e
2. d
3. b
4. c
5. a

TEST ITEM 003-3.06-01

1. True
2. False
3. False
4. True
5. True

TEST ITEM 003-3.06-02

1. c
2. e
3. a
4. d
5. b

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COMPETENCIES

TOURISM PROMOTION

COMPETENCY GOAL 4: The learner will identify the role of promotion as an integral part of tourism marketing

COMPETENCY OBJECTIVES

4.01 Identify the role of promotion to tourism.

4.02 Identify effective types of media used in a tourism promotional mix.

4.03 Identify the importance of tourism publicity in the development of an area/county/business.

4.04 Evaluate the effectiveness of various tourism media.

4.05 Develop a comprehensive area/community/business tourism promotional program.

CONTENT/TEACHING OUTLINE
TOURISM PROMOTION

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c. Festivals	
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b. Product/service	
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b. Message must state something about product/service that sets it apart from competitor	
c. Message must contain one or more consumer benefits	
d. Message must be believable or of value to customer	SA-66; SA-67 CTIB 004-4.05-02
3. Use advertising research—analysis of effectiveness of advertising	SA-68; SA-69
a. Can be done by business	
b. Professional organization may be used	

STUDENT ACTIVITIES

TOURISM PROMOTION

In ***N. C. Division of Travel and Tourism Resource Manual*** (PR-1), read pages 40-41.	SA-1
In ***Creative Marketing Research Project—Roanoke Rapids High School DECA*** (PR-2), read pages 4-9.	SA-2
Read ***Advertising LAP 19*** (PR-3).	SA-3
In ***Creative Marketing Research Project—Roanoke Rapids High School DECA*** (PR-2), adapt the tourism interview form on page 41 to your county/area and conduct a local survey.	SA-4
In ***Tourism Principles, Practices, Philosophies*** (PR-4), read pages 373-375.	SA-5
In ***Retail Marketing*** (PR-5), read pages 383-385.	SA-6
In ***Tourism Principles, Practices, Philosophies*** (PR-4), read pages 377-378.	SA-7
Adapt the worksheet on pages 133-134 in ***Retail Research Reports*** (PR-7) to include local tourism-related businesses. Discuss apparent trends in products/services which are currently being developed and their stages in the product life cycle.	SA-8
In ***Tourism Principles, Practices, Philosophies*** (PR-4), read pages 389-391.	SA-9
In ***Tourism Principles, Practices, Philosophies*** (PR-4), read pages 391-392.	SA-10
Develop an interview form to include the classifications of pleasure seeking consumers as found on pages 391-392 in ***Tourism Principles, Practices, Philosophies*** (PR-4). Conduct a local survey to determine how many visitors may fall into the various categories.	SA-11
Using the yellow pages of local phone directory, locate logos of local tourist attractions (restaurants, resorts, golf courses), and write a paragraph describing its design and effectiveness.	SA-12
In ***N. C. Division of Travel and Tourism Resource Manual*** (PR-1), read pages 4-6.	SA-13
In ***Sales Promotion*** (PR-6), complete Project Activity #7 on page 27.	SA-14
Interview a person from your local newspaper to determine if the newspaper periodically includes a special travel section. If so, obtain a copy and present a report to the class on its contents and importance to the community.	SA-15

Observe outdoor advertising along a major highway in your community and list the major types of information found.	SA-16
Visit a local printing company to determine how much of their printing is determined by tourism-related business. Observe samples (brochures, pamphlets, etc.) and inquire about effectiveness of design, color selection, etc.	SA-17
Design and create a brochure for a local tourist attraction. Use the evaluative criteria found in ***Display LAP 39*** as a basis for grading.	SA-18
Invite a local Chamber of Commerce official to class and determine how the Chamber plans its local promotional activities for a year.	SA-19
In ***Retail Marketing*** (PR-5), read pages 330-331.	SA-20
Complete Chapter 30 from ***Problems and Projects for Retail Marketing*** (PR-8), Determine which approaches would be most appropriate for use in a tourism-related business.	SA-21
In ***NC Division of Travel and Tourism Resource Manual*** (PR-1), read page 9.	SA-22
Invite a local Chamber of Commerce official to class. Determine how travel and tourism inquiries are handled on a local level.	SA-23
In ***NC Division of Travel and Tourism Resource Manual*** (PR-1), read pages 17-18.	SA-24
Using the suggestions found in the previous activity, write a news release of an upcoming event in your area. Use sample on page 349 in ***Retail Marketing*** (PR-5).	SA-25
In ***Advertising Planning and Techniques*** (PR-9), read the chart on page 17 and discuss local events that may serve as examples of those found in the chart.	SA-26
In ***Tourism Principles, Practices, Philosophies*** (PR-4), read pages 388-389.	SA-27
In ***Sales Promotions*** (PR-6), read page 94.	SA-28
In ***Advertising Planning and Techniques*** (PR-9), read pages 83-84. Complete Project 3 on pages 97-98.	SA-29
In ***Retail Marketing*** (PR-5), read pages 353-356. Answer questions 1 & 2, p 362.	SA-30
In ***Sales Promotions*** (PR-6), read pages 65-66. Complete Assignment 5, p 362.	SA-31
In ***Tourism Principles, Practices, Philosophies*** (PR-4), read pages 382-385.	SA-32

Read *Advertising LAP 16* (PR-3).	SA-33
In *Retail Marketing* (PR-5), read pages 358-362. Answer questions 4, 7, 8, & 9 on page 362.	SA-34
Read *Advertising LAP 39* (PR-3).	SA-35
In *Advertising Planning and Techniques* (PR-9), read pages 155-160. Complete Project 29 on pages 157-160. Develop a sample direct mail advertisement for a tourist-related business in your area.	SA-36
In *Sales Promotion* (PR-6), read pages 36-38. Complete Project Activities 10 & 11.	SA-37
In *Advertising Planning and Techniques* (PR-9), read pages 171-172. Develop a checklist for evaluating tourism ads using the suggestions on page 171.	SA-38
If your school has a video camera, assign a group project in which students will develop a television ad using a local tourist attraction.	SA-39
Interview a local Chamber of Commerce official to determine if your local Chamber makes an effort to advertise in travel magazines. Prepare a list of commonly-used travel magazines.	SA-40
Prepare a collage of tourism-related magazine advertisements. Determine the target market.	SA-4
In *Advertising Planning and Techniques* (PR-9), read pages 73-77.	SA-42
Interview a person from a local radio station to determine what radio format (page 75 in PR-9) is being used. Determine whether travel/tourism ads are used in your area.	SA-43
In *Sales Promotion* (PR-6), read pages 30-31. Complete assignments 10 & 11 and Projects Activities 8 & 9.	SA-44
In *Advertising Planning and Techniques* (PR-9), read pages 64-70.	SA-45
In *Sales Promotion* (PR-6), read pages 16-18. Complete Project Activity 5 on page 22.	SA-46
In *N. C. Division of Travel and Tourism Resource Manual* (PR-1), read pages 67-68.	SA-47
Interview a local city/county official to determine what signage laws are in effect in your local area.	SA-48
In *Tourism Principles, Practices, Philosophies* (PR-4), read pages 385-386.	SA-49

Read *Advertising LAP 18* (PR-3).	SA-50
In *Advertising Planning and Techniques* (PR-9), read pages 30-32.	SA-51
In *Retail Marketing* (PR-5), read pages 336-337.	SA-52
In *Tourism Principles, Practices, Philosophies* (PR-4), read pages 386-387.	SA-53
Inn *Creative Marketing Research Project—Roanoke Rapids High School DECA Chapter* (PR-2), read section III.	SA-54
In *Advertising Planning and Techniques* (PR-9), read pages 25-34. Complete Projects 11, 12, and 13.	SA-55
In *Sales Promotion* (PR-6), read pages 56-64. Complete Projects 16, 17, 18, 19 and 20.	SA-56
Interview a local Chamber of Commerce official to determine what percentage of their budget is used for promotion purposes. Also, ask how these expenditures are divided among the various media.	SA-57
In *Advertising Planning and Techniques* (PR-9), read pages 11-24. Complete Project Activity 8.	SA-58
In *Retail Research Reports* (PR-7), complete Report 3—pages 9-12.	SA-59
In *N. C. Division of Travel and Tourism Resource Manual* (PR-1), read pages 69-70.	SA-60
In *N. C. Division of Travel and Tourism Resource Manual* (PR-1), read pages 56-64.	SA-61
Working is small groups, develop a timetable for an upcoming event in your area using the guidelines found in the previous activity. Discuss aspects of responsibility such as legal considerations, insurance, etc.	SA-62
In *Retail Marketing* (PR-5), read pages 343-346.	SA-63
Prepare a report on special promotional tools used by local businesses to attract customers.	SA-64
In *Sales Promotion* (PR-6), read pages 65-66. Complete Assignments 15 and 16.	SA-65
Complete the "Evaluation Puzzle" found in *Display LAP 39* (PR-3) on pages 14-15.	SA-66

In ***Tourism Principles, Practices, Philosophies*** (PR-4), read "Reading 12-1" on pages 394-397. Discuss what elements were used in this successful promotional campaign. SA-67

In ***Advertising Planning and Techniques*** (PR-9), read pages 83-84. SA-68

In ***Retail Merchandising*** (PR-10), read page 318. Complete Problem Solving 1, 2, and 3 on page 321. SA-69

EVALUATION MEASURES

TOURISM PROMOTION

COMPETENCY GOAL 4: The learner will identify the role of promotion as an integral part of tourism marketing.

OMPETENCY OBJECTIVE 4.01: Identify the role of promotion to tourism.

TEST ITEM 004-4.01-01

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Determine if each statement is true or false. Record the correct response (true or false) in the blank to the left of each statement.

________1. Long-term promotional planning in a tourism-related business is normally not a factor in developing a profitable business.

________2. Tourism-related businesses practice the marketing concept by finding out what the consumer wants.

________3. Marketing mix may be defined as the right combination of elements which will produce a profit.

________4. Product planning must be approached from the consumer's point of view.

________5. Wholesale tour operators are not an example of a channel of distribution.

TEST ITEM 004-4.01-02

INSTRUCTIONS TO STUDENTS: Fill in the missing terms in the following statements about tourism promotion.

1. An important tool for attracting customers and for competing with other tourism businesses is ________ services and terms.
2. The growing tourism industry sells ________.
3. Tourism businesses offer services ________ customers to a particular area.
4. The tourism industry depends upon services as a primary ________.
5. A function of the tourism industry is to make travel as ________ as possible for customers.

COMPETENCY OBJECTIVE 4.02: Identify effective types of media used in a tourism promotional mix.

TEST ITEM 004-4.02-01

INSTRUCTIONS TO STUDENTS: Read the following statements about tourism media. Select the best answer from those provided concerning characteristics of tourism media. Record your answer in the blank to the left of each statement.

________1. The medium is used more in the tourism industry than other categories of advertising media.
- a. Television
- b. Printed advertising
- c. Billboards
- d. Radio

________2. One of the main users of direct mail is ________.
- a. Restaurant
- b. Airlines
- c. Motel
- d. Travel agency

________3. This medium is not one of the three general categories of advertising media.
- a. Brochure
- b. Specialty
- c. Print
- d. Broadcast

________4. Many national and local tourism businesses use this medium because it allows prospective customers to see the business name.
- a. Yellow Pages
- b. Television
- c. Radio
- d. Newspaper

________5. This magazine is not considered to be an example of a trade journal.
- a. Carte Blanche
- b. Travel Weekly
- c. Newsweek
- d. Travel Agent

TEST ITEM 004-4.02-02

INSTRUCTIONS TO STUDENTS: Match the statement in Column A with the terms in Column B. Write the letter of the term from Column B in the blank beside the matching statement in Column A.

Column A	Column B
________1. Convincing medium because it combines sight, sound, and motion	a. Brochures/pamphlets
________2. Relies on sound effects and listener's imagination	b. Banners and posters
________3. Needs to be informative, attractive, and interesting	c. Specialty media
________4. Examples are matchbooks, flight bags, and luggage tags	d. Direct mail
________5. May be considered as point-of-purchase materials	e. Television
	f. Magazines
	g. Radio

COMPETENCY OBJECTIVE 4.03: Identify the importance of tourism publicity in the development of an area/county/business.

TEST ITEM 004-4.03-01

INSTRUCTIONS TO STUDENTS: Read the following news release and identify the five W's contained in it.

NEWS
For Immediate Release

CHILDREN'S PLACE TO CELEBRATE SCOUT FAMILY DAYS IN OCTOBER

Anywhere, N. C., September 12, 1989—Children's Place, the action-oriented children's play park, will offer scouts and their families a discount and a variety of family-oriented activities during two "Scout Family Days" weekend, October 1-2, and October 8-9.

During "Scout Family Days." scouts who bring membership identification to Children's Place (and all members of their party) will receive a discounted admission of $6.25. Regular Children's Place admission prices are $10.50 per child and $9.25 per adult (tax included). There is no minimum number for a group discount. In addition, for every 10 children in a group, one adult receives free admission (excluding tax).

As part of the festivities, scouts who bring a "leaf" decorated with a family photo, a drawing or other family identification will take home a special gift. The "family leaf" can be hand-made, a tree leaf or other variation of a leaf.

Children's Place is located off N. C. Interstate 71 at the Route 2/Anywhere exit and is a 20-minute drive south of Wilmington, 20 minutes east of Clarkton, N. C., and half-an-hour from Whiteville, N. C.

The Five W's:

1.

2.

3.

4.

5.

TEST ITEM 004-4.03-02

INSTRUCTIONS TO STUDENTS: Place the letter (P) to the left of the following statements which classify as a form of publicity.

________1. Sporting goods store brings in an expert fisherman to promote boating safety.

________2. Store helps to sponsor a local parade.

________3. Department store holds a drawing to promote a new line of merchandise.

________4. Bank distributes a booklet to new residents that describes the community.

________5. Grocery store creates a special display to promote nutritious value of seafood.

COMPETENCY OBJECTIVE 4.04: Evaluate the effectiveness of various tourism media.

TEST ITEM 004-4.04-01

INSTRUCTIONS TO STUDENTS: The concept of AIDCA should be related to promotional strategy. List the five mental stages of AIDCA.

1.

2.

3.

4.

5.

TEST ITEM 004-4.04-02

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Determine if each statement is true or false. Record the correct response (true or false) in the blank to the left of each statement.

________1. For cooperative advertising to be successful, effective leadership and management are required.

________2. Cooperative advertising increases the cost incurred by individual advertisers.

________3. There is no real need to coordinate activities between the two parties involved.

________4. Cooperative advertising can sometimes arouse the interest of sales personnel.

________5. Specific and well-defined objectives should be stated and agreed upon.

COMPETENCY OBJECTIVE 4.05: Develop a comprehensive area/community/business tourism promotional campaign.

TEST ITEM 004-4.05-01

INSTRUCTIONS TO STUDENTS: Match the statements related to promotional budgeting in Column A with the terms in Column B. Write the letter of the term from Column B in the blank beside the matching statement in Column A.

Column A

________1. Method that uses a percentage of expected sales

________2. Method that uses a hit-or-miss basis

________3. Method that plans budget using previous figures

________4. Method that plans advertising around a time

________5. Most common method of determining advertising budget

Column B

a. Uses last year's sales

b. No plan at all

c. Uses anticipated sales

d. By shopping events

TEST ITEM 004-4.05-02

INSTRUCTIONS TO STUDENTS: Fill in the missing terms in the following statements concerning tourism promotion evaluation.

1. The tourism industry must respond to ________ in the economy and in the society.

2. The main purpose of displaying tourism literature is to help generate more ________.

3. Determining the number and types of people who use a tourism product/service is a form of ________.

4. Power to attract ________ should be an evaluative criteria when planning tourism promotional strategies.

5. Adventure, relaxation, and awareness are ________ why people travel.

KEY TO TEST ITEMS
TOURISM PROMOTION

TEST ITEM 004-4.01-01
1. False
2. True
3. True
4. True
5. False

TEST ITEM 004-4.01-02
1. Advertising
2. Service
3. Attract (lure)
4. Selling point
5. Convenient

TEST ITEM 004-4.02-01
1. b
2. d
3. a
4. a
5. c

TEST ITEM 004-4.02-02
1. e
2. g
3. a
4. c
5. b

TEST ITEM 004-4.03-01
1. Who—Children's Play
2. What "Scout Family Days" activities—special rates
3. When—October 1-2, October 8-9
4. Where—Anywhere, NC
5. Why—To promote family weekends by using discounted admissions

TEST ITEM 004-4.03-02
1. P
2. P
3.
4. P
5. P

TEST ITEM 004-4.04-01
1. Attention
2. Interest
3. Desire
4. Conviction
5. Action

TEST ITEM 004-4.04-02
1. True
2. False
3. False
4. True
5. True

TEST ITEM 004-4.05-01
1. c
2. b
3. a
4. d
5. c

TEST ITEM 004-4.05-02
1. Trends
2. Sales
3. Market research
4. Customers
5. Reasons

REFERENCES

TOURISM PROMOTION

North Carolina Division of Travel and Tourism Resource Manual Attn. Judy Geyer N. Salisbury St., Raleigh, NC 27603, (919-733-4171) PR-1

Creative Marketing Research Project—Roanoke Rapids High School DECA Chapter. Roanoke Rapids High School, PO Box 340, Roanoke Rapids, NC 27870 (Attention—Roma Taylor). PR-2

MarkED Resource Center, 1375 King Avenue, Columbus, OH 43212-0226. PR-3

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Note to Teacher: The N. C. Division of Travel and Tourism has numerous video and film available for classroom use. See PR-1 for complete address.

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COMPETENCIES
ECONOMICS & TOURISM

COMPETENCY GOAL 5: **The student will identify the major economic forces that determine the development of tourism marketing.**

COMPETENCY OBJECTIVES

5.01 Explain the concept of economic activities.

5.02 Explain the concept of economic supply and demand.

5.03 Summarize the roles of public and private sectors in tourism.

5.04 Analyze the cycle of economic development for a tourist resort destination.

5.05 Identify business risk associated with tourism.

CONTENT/TEACHING OUTLINE
ECONOMICS & TOURISM

	PLANNING NOTES
I. Economic Activities	
A. Define economics	
B. Define economic activities	SA-1
C. Tourism areas of economic activities 1. Retail 2. Restaurant 3. Lodging 4. Entertainment 5. Recreation 6. Transportation 7. Miscellaneous	
D. Goals of tourism activities 1. Maximize profits for businesses 2. Maximize effects of tourist spending on locality 3. Insure positive experiences for tourists	SA-2
E. Economic tourism activities in North Carolina 1. Tourist expenditures for 1988: $6.2 billion a. $4.45 billion spent by out-of-state tourists ($1.75 billion--NC residents) b. Each visitor spent an average of $596 per trip 2. Provided 252,500 jobs statewide	
F. Multiplier 1. Used to evaluate the impact of tourism in an area/ community. 2. Total amount of tourist related spending is represented in one summary number. 3. Includes amounts for both primary and seconday effects of tourism spending. 4. Used in North Carolina to reflect total jobs and total business volume relating to tourism.	SA-3; SA-4
G. Leakage: A term used in describing monies earned from tourism that "leak" out of the local economy. The area/community does not receive any economic benefit from these leakages.	SA-5 CTIB 005-5.1-01
H. Effects of Tourism on Economic Activities 1. Supports existing businesses	SA-6; SA-7; SA-8

2. Creates opportunities for entrepreneurial activities	
3. Adds employment	
4. Increases personal income	SA-9; SA-10; SA-11
5. Provides tax revenue	SA-12
a. State	
(1) Sales tax	
(2) NC Room tax	
(3) Income tax	
(4) Gasoline tax	
(5) Business fees/licenses	
b. Local	
(1) Property tax	
(2) Utility fees	
(3) Building fees/licenses	
(4) Other service related fees	CTIB 005-5.1-02
II. Supply and Demand As Related to Tourism	SA-13
A. Five components of supply	
1. Natural Resources	
2. Infrastructure Support Systems	
a. Utility Systems	
(1) Water	
(2) Waste Disposal	
(3) Street	
(4) Electricity	
b. Other Support Systems	
(1) Police	
(2) Fire	
(3) Communications	
(4) Public Parking	
(5) Public Access Areas	
(6) Other	
3. Superstructure	
a. Accommodations	
(1) Hotel	
(2) Motel	
(3) Bed and Breakfast Inns	
(4) Condominium Apartments	
b. Resorts	
c. Restaurants	
d. Shopping Centers	
e. Theme Parks	
f. Museums	
g. Other	
4. Transportation	
a. Cars	
b. Planes	
c. Buses	
d. Trains	
e. Ships/Boats	
f. Railroads	
g. Taxis	

5. Local/Area Resources
    a. Hospitality
        (1) Attitudes of residents
        (2) Concern for tourists during their visit
    b. Cultural

B. Objectives of Supply in planning for Tourism.
    1. Environment
    2. Facilities
    3. Services

CTIB 005-5.2-01

C. Components of Demand
    1. Number of visitors
    2. Type of Transportation
    3. Distance traveled
    4. Length of stay
    5. Quality of Service
    6. Cost as related to an area
    7. Seasonal characteristics of a destination
        a. Weather
        b. Attractions
        c. Other

D. Measuring Demand
    1. Computation of tourist demand in a destination

DEMAND = No. of Tourist X Average No. of days/nights spent at a destination

    2. Amount of estimated tourist spending

DEMAND (in dollars) = Tourist days/nights X Average Expenditure per day/night

SA-14; SA-15

    3. Importance of measuring demand
        a. How successful a destination has been in attracting tourism to its area
        b. Forecast the future success of tourism in a destination

CTIB 005-5.2-02

III. Roles of Public and Private Sectors

A. Private Sector

SA-16

    1. Offer businesses that will provide goods and services for tourists
    2. Attract investment opportunities for businesses to earn a profit
    3. Develop strategies to have tourist return to an area year after year
        a. Products/services offered
        b. Marketing strategies
        c. Support of all aspects of an area that will influence the growth of tourism

SA-17

        4. Participate in the political process of maintaining the policies that are of benefit to all aspects of supporting tourism
        5. Participate in the planning of tourism development in their area SA-18 CTIB 005-5.3-01

    B. Public Sector

        1. Tourism Development SA-19
            a. State level
                (1) Establish Travel and Tourism Division
                (2) Promote programs for state and local areas
                (3) Identify trends in tourism development
                (4) Establish visitor centers
            b. Local Level
                (1) Chambers of Commerce support
                (2) Convention and Visitor Bureau support SA-20
        2. Capital Outlay
            a. Offer incentives for tourism development
            b. Coordinate the providing Infrastructure Support Systems
            c. Provide monies for feasibility studies for both/ local and state tourism development
            d. Direct the use of tax monies for tourism related projects SA-21
        3. Regulator
            a. Legislate laws to establish policy
            b. Enforce regulations
                (1) Land use
                (2) Health standards
                (3) Protection of environment
                (4) Safety
                (5) Crime prevention
                (6) Labor Laws
                (7) Building codes SA-22

    C. Issues
        1. Protection of the Environment
        2. Tourism development in general
        3. Land use
        4. Use of taxes
            a. Use of dollars for tourism advertising SA-23
            b. Maintenance of tourism impacted areas CTIB 005-5.3-02

IV. Economic Development of Tourist Resort Destination SA-24; SA-25

    A. Inception--Discovery Phase
        1. Natural Resources
            a. Little known outside area
            b. Still natural
        2. Infrastructure Support Systems
            a. Utilities for residents only
            b. Other services established on normal needs of the community/area

3. **Superstructure**
   a. Businesses related only to local economic conditions (family-owned and operated)
   b. No large scale accommodations
   c. Few restaurants
4. **Transportation**
   a. Roads for local traffic demands
   b. Limited taxi service
   c. Area may still be remote (off the beaten track)
5. **Local/Area Resources**
   a. Residents friendly--welcome visitors
   b. Prices are reasonable
   c. No organized plan to promote the area

B. Growth--Local Response and Initiative
1. Natural Resources
   a. Tourism visits increase through word of mouth
   b. Area begins to see impact of tourism
2. Infrastructure Support Systems
   a. Need for planning of utilities due to increased load on existing systems
   b. Other services must increase to support demand
3. Superstructure
   a. Most businesses are still family-owned
   b. Enterpreneurs are attracted to the area in search of investment and business opportunities
   c. Employment demands increase to meet the needs of the business community
   d. Tourist related services and needs become a factor in business outlook
   e. Increases in restaurants and shopping areas
   f. Entertainment and recreational areas develop on tourism growth
4. Transportation
   a. Traffic congested on roads
   b. Needs for new roads
   c. Development of other means of transportation
5. Local/Area Resources
   a. Residents and tourist contacts become more impersonal and formal
      (1) Some residents may object to loss of quality of life in the area
      (2) Move to keep things as they are
      (3) Resentment of "visitors," both tourist and new residents, moving in to open new businesses
   b. Need to plan the direction of the area/community to control the growth and development of tourism
      (1) Some residents want to use tourism to improve quality of life
      (2) Bring additional services and cultural activities into an area/community
      (3) Attract new businesses related to tourism

CTIB 005-5.4-01

C. Maturity Phase
  1. Natural Resources
    a. Pollution increases
    b. Some natural resources are destroyed
  2. Infrastructure Support Systems
    a. Utilities become limited due to usage
      (1) Money must be spent to update and modernize all facilities
    b. Role of local government is critical in this phase
    c. Support systems are now based on the demand of visitors to the area (could be seasonal in nature)
    d. Benefits to area now are related to the economic growth and development due to tourism
  3. Superstructure
    a. Corporate chains are established to standardize services offered to tourists and other visitors
    b. Local family-owned businesses must adjust to benefit from change
      (1) Weeding out of unprofitable businesses due to competition
      (2) Established businesses expand business interest into other areas due to economic demand
    c. Area commercializes--local crafts are mass produced
    d. Increase in job opportunities
    e. Many services are based on the demands generated from tourism activities
    f. Land is at a premium--inflated real estate prices
  4. Transportation
    a. All types of transportation are available
    b. Local roads and major highways are needed to support increased traffic
    c. Buses and airlines may increase service to area
  5. Local/Area Resources
    a. Area has developed plans to attract tourists
    b. Many local decisions are now influenced by outside interests
    c. Tourism is a major economic factor in the area/community
    d. Demand for better employees
    e. Changes in work patterns
    f. Tourist may not have direct contact with local residents
    g. Tourism will generate growth in local economy
    h. Long-range planning is critical to growth

D. Decline
  1. Natural Resources
    a. Must be protected
    b. Planning is most important
    c. Natural environment shows impact of tourism

2. Infrastructure Support systems
   a. Usage can be predicted
   b. Some systems in need of repair
   c. Money must be budgeted to maintain all systems in order to meet demand
3. Superstructure
   a. Area may be saturated and many businesses are not profitable
   b. New businesses appear each year
   c. Area/community is not as attractive for new investments
   d. Original local characteristics of area may become commercialized
4. Transportation
   a. Area is very accessible
   b. Highways congested
   c. Air pollution
   d. Some forms of transportation may be restricted due to demand
5. Local/Area Resource
   a. Local residents may become unhappy with tourism development
   b. Tourists began to search other areas because of loss of appeal

      SA-26; SA-27

   c. Area will need to plan new ways to promote its assets

      CTIB 005-5.4-02

V. Business Risks Associated with Tourism
   A. Definitions
   B. Types of business risks

      SA-28; SA-29

      1. Insurable
      2. Uninsurable

      CTIB 005-5.5-01

   C. How businesses deal with various types of business risks

      SA-30

      CTIB 005-5.5-02

STUDENT ACTIVITIES
ECONOMICS & TOURISM

Read and review LAP-1, "Economics--Economics and You," page 6, PR-1. **SA-1**

Tourism: Principles, Practices, Philosophies, page 260 (PR-1) **SA-2**
Adds some detail to the goals on economic activities. Students may add additional goals and related areas associated with economic activities during class discussions.

PR-3, "1987 North Carolina Travel Study (Technical Report)," page 25. **SA-3**

The following multipliers are listed in PR-3, page 27: **SA-4**

1.66 X Primary Jobs = Total Jobs
1.79 X Initial Travel Spending = Total Business Volume

Research your area/community for information that would demonstrate the use of these multipliers as related to Economics and Tourism.

Read PR-3, page 29--Students are to list types of leakages that occur in a local economy. **SA-5**

Read PR-4, *Tourism Planning*, pages 3-4. **SA-6**

Read PR-3, "1987 North Carolina Travel Study," pages 22-26. Students are to research the economic impact of tourism in their local (or nearest) area/community. Contact an organization such as the Chamber of Commerce for impact studies. Examples of questions they may ask: **SA-7**

In your community/area, how does tourism support local businesses?
Does tourism offer opportunities for entrepreneurial activities?
How does tourism impact employment?
What are the economic benefits to your part of the state?

Invite a representative from a professional organization to speak to your class on the economic influences of tourism in your area. **SA-8**

Write a report on the amount of revenue state and local governments collect directly from tourism. Reflect this information in a graph noting the changes for one, five, and ten years. **SA-9**

Prepare a brochure showing the economic benefits of tourism to your area/community. **SA-10**

Read "The North Carolina Room Tax: Why It Works,"--a pamphlet prepared by the North Carolina Association of Conventions and Visitor Bureaus. **SA-11**

Read PR-3, "1987 North Carolina Travel Study," page 26. Complete an analysis of secondary economic effects of tourism on your area. **SA-12**

Divide the class into five groups. Assign a supply component to each group. They are to complete the following: SA-13

1. Identify a local example of the group's component found in the area/community.
2. Create a poster with the group's component highlighted.
3. Be sure to include the three supply objectives as part of the group's component.

Each group will give a 10 minute report to the rest of the class.

Resources may include:
Chamber of Commerce
Travel Councils
Trade Associations
Convention & Visitor Bureaus
North Carolina Division of Travel & Tourism

For background material, the instructor may wish to read Chapter 7, "Tourism Components and Supply," pages 199-219, *Tourism: Principles, Practices , Philosophies*, PR-2.

Using the formula, compute the following: SA-14
(PR-2, pages 247-248, *Tourism: Principles, Practices, Philosophies*)

Number of visitors X average number of days/nights at destination = Demand
Number of visitor-days/nights X average expenditure per day/night = Demand (in dollars)
100 visitors will stay in your area 4 days and 3 nights, compute the demand
100 visitors will spend an average of $150.00, compute the amount spent/ Demand in dollars

For background material, the instructor may wish to read Chapter 8, "Measuring and Forecasting Demand," pages 243-248, PR-2, *Tourism: Principles, Practices, Philosophies*.

Review SA-11, have a representative from the local government talk to the class on how the room tax is computed. SA-15

Students are to report on how their area/community attracts tourist related businesses and business investments. SA-16

The class is to become a committee that is involved in attracting these businesses and business investments. They are to develop strategies related to each of the areas listed in 3a-3c. SA-17

You are an owner of a small business in a tourist related area. From your viewpoint, answer the following questions: SA-18

Why should I participate in helping to plan for the growth of tourism in my area?
What are the policies that I would support for the development of tourism in my area?
Will other business people support a plan for tourist development?

Invite guest speakers from local government to discuss the role of the public sector in tourism. **SA-19**

Using newspapers, magazines and other media, show how the public sector is creating a positive image for tourism in North Carolina. **SA-20**

The students are to conduct a feasibility study on an issue relating to tourism in your area. **SA-21**

An example would be spending of tax dollars to control erosion at a beach.

Find examples of how the government is involved as a regulator in an area impacted by tourism. **SA-22**

Using various articles, identify different kinds of issues relating to tourism in your area that both the private and public sectors are involved in or would be involved in. **SA-23**

Have the students make a poster showing each phase of economic development of a resort. **SA-24**

Or

Divide the class up by each phase and let each group create a poster reflecting the phase that they have.

Using class discussion, see if the students can add to each phase Read PR-5, *The Travel Industry*, pages 100-103. **SA-25**

The students are to use each of the four phases of economic development and relate each phase to an actual resort destination in the local area. Answer the following questions/statements relating to what they have found. **SA-26**

1. What phase is the resort in?
2. Do an analysis of the resort and create a short and long range plan that would prove continued growth.
3. In #2 above, how would the following be involved:

    a. Tourist
    b. City/Town Manager
    c. Hotel/Motel Manager
    d. Town Board
    d. Small business person
    e. Chain Store manager
    f. Governor

NOTE:
1. Each phase would tend to take a long period of time.
2. View this as a general outline.

The students are to research this resort life cycle and see if it could be applied to all travel destinations. The students are to then tell why it could be applied or why it could not be applied. **SA-27**

Read *Economics and Marketing*, LAP 8, "Business Risks," PR-1, pages 1-12. SA-28

Students are to list the types of risks that would be associated with businesses involved with tourism. SA-29

How would the following examples affect a travel destination? SA-30

Legionnaires Disease
Medical Waste
Acid Rain
The movie "Jaws"
Run-down condition of business
Street Gangs
Insurance Coverage
Air pollution
Unethical Business Practice
False Advertising
Poor Service
Recession
Hurricanes
Fire
Food Poisoning
Water pollution

EVALUATION MEASURES
ECONOMICS & TOURISM

COMPETENCY GOAL 5: The student will identify the major economic forces that determine the development of tourism marketing.

COMPETENCY OBJECTIVE 5.01: Explain the concept of economic activities.

TEST ITEM 005-5.1-01
INSTRUCTIONS TO STUDENTS: Complete the statements below by filling in the missing words.

1. ________________ ________________ are activities that involve the exchange of something having monetary value for something else that has monetary value.

2. Three areas involved in economic activities related to tourism are:

   a. ____

   b. ____

   c. ____

3. Goals of economic activities are:

   a. ____

   b. ____

   c. ____

4. The multiplier for total jobs is 1.66. There are a total of 10 primary jobs created from tourism activities. The total jobs created by tourism are ______________________.

5. The multiplier for total business spending is 1.79. The initial travel spending is $150.00.

   ________________ is the total business volume as a result of tourism.

TEST ITEM 005-5.1-02
INSTRUCTIONS TO STUDENTS: Read each of the following statements. Determine if each statement is **true** or **false**. Record the correct response (**true** or **false**) in the blank to the left of each statement.

__________ 1. One primary effect of tourism is to support existing businesses.

__________ 2. Only private employment benefits from tourism.

__________ 3. Sales Tax, North Carolina Room Tax and Gasoline Tax are the only source of funds used by state government.

__________ 4. Secondary benefits of tourism occur when tourist spending cycles through the local economy.

__________ 5. Secondary effects of economic activities are of no real benefit to an area or community.

COMPETENCY OBJECTIVE 5.02: Explain the concept of economic supply and demand.

TEST ITEM 005-5.2-01

INSTRUCTIONS TO STUDENTS: Identify the five components of supply and give two examples from your area/community.

1.
   a.
   b.
2.
   a.
   b.
3.
   a.
   b.
4.
   a.
   b.
5.
   a.
   b.

TEST ITEM 005-5.2-02

INSTRUCTIONS TO STUDENTS: Write an essay explaining demand--include the components of demand, how demand is measured and the importance of measuring demand.

COMPETENCY OBJECTIVE 5.03: Summarize the roles of public and private sectors of tourism.

TEST ITEM 005-5.3-01
INSTRUCTIONS TO STUDENTS: Read each statement carefully, then select the choice that best completes each statement. Circle the correct letter identifying your answer.

1. The role of the private sector in tourism includes:
   a. Business opportunities in offering goods and services to tourists
   b. Attract investment opportunities for business development
   c. Develop strategies to attract tourists year after year
   d. An active voice in planning tourism development
   e. All of the above answers are correct.

2. Which of the following would not be part of the private sector?
   a. Support an advertising program to attract tourism to an area
   b. Offer specific goods/services related to the needs and wants of tourists
   c. Raise taxes
   d. Be part of the political process in developing long-range programs for an area

3. Business investment will come to an area in the hopes to
   a. create goodwill
   c. help unemployment
   b. keep a positive community image
   d. earn a profit

4. Business must be part of
   a. planning process for tourism development
   b. becoming involved in the political process
   c. developing marketing strategies to attract tourism to the area
   d. All of the above answers are correct.

5. The growth of a tourism destination depends on the private sector
   a. increasing taxes
   c. legislating laws
   b. regulating policies
   d. None of the above answers is correct.

TEST ITEM 005-5.3-02
INSTRUCTIONS TO STUDENTS: Give two examples of the public sector's roles listed below:

1. Tourism development

   a. ______________________ b. ______________________

2. Capital Outlay

   a. ______________________ b. ______________________

3. Regulator

   a. ______________________ b. ______________________

4. Federal Level

   a. ______________________ b. ______________________

5. Two local issues involving the public sector in your area/community

   a. ______________________ b. ______________________

COMPETENCY OBJECTIVE 5.4: Analyze the cycle of economic development for a tourist resort destination.

TEST ITEM 005-5.4-01

INSTRUCTIONS TO STUDENTS: Identify the following statements as being associated with the **INCEPTION-DISCOVERY PHASE** or the **GROWTH PHASE** of economic development for a resort destination.

____________________ 1. Businesses are family owned.

____________________ 2. Tourist visits increase due to word-of-mouth.

____________________ 3. Additional services and cultural activities are brought into the area/community.

____________________ 4. Residents are friendly to the new visitors.

____________________ 5. Utilities and other services must increase due to demands.

TEST ITEM 005-5.4-02

INSTRUCTIONS TO STUDENTS: Identify the following statements as being part of the **MATURITY PHASE** or **DECLINE PHASE**.

____________________ 1. Natural environment shows effects of tourism.

____________________ 2. Tourists begin to search for other areas due to loss-of-appeal.

____________________ 3. Outside interests influence direction of the area's growth.

____________________ 4. Role of local government becomes critical.

____________________ 5. Family businesses must adjust to increases in competition.

COMPETENCY OBJECTIVE 5.05: Identify business risks associated with tourism.

TEST ITEM 005-5.5-01

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Determine if each statement is **true** or **false**. Record the correct response (**true** or **false**) in the blank to the left of each statement.

________ 1. "Potential losses" that a business may be exposed to are called business risks.

________ 2. Businesses are always successful; therefore, they do not need to be concerned with losses.

________ 3. The two types of business risks are insured and uninsured.

________ 4. Businesses will not need insurance because they are working with tourism.

________ 5. Each business will face the same type of risks.

TEST ITEM 005-5.5-02

INSTRUCTIONS TO STUDENTS: Summarize five examples of business risks related to businesses in your area/community involved with tourism.

1.

2.

3.

4.

5.

KEY TO TEST ITEMS
ECONOMICS & TOURISM

TEST ITEM 005-5.1-01

1. Economic Activities
2. See I. 3a. - 3g. (E-3)
3. a. Maximize profits for businesses providing goods and services to tourists
   b. Maximize the primary & secondary effects of tourist spending
   c. Insure the tourists receive positive experiences from their visit.
4. 16.6
5. $268.50

TEST ITEM 005-5.1-02

1. T
2. F
3. F
4. T
5. F

TEST ITEM 005-5.2-01

Examples for the following would come from the individual area.

1. Natural Resources
2. Infrastructure Support Systems
3. Superstructure
4. Transportation
5. Local/Area Resources

TEST ITEM 005-5.2-02

Essays will vary. Information should include the basic material covered in class.
(II. B. 1. - 3. E-6)

TEST ITEM 005-5.3-01

1. e
2. c
3. d
4. d
5. d

TEST ITEM 005-5.3-02

1. Tourism Development
   a. Establish Travel & Tourism Division
   b. Promotional program
   c. Insure a positive image for tourism
2. Capital Outlay
   a. Incentives for tourism development
   b. Conduct feasibility studies
   c. Tax monies for tourism related projects
3. Regulator
   See III. B. 3. a., b. 1.-7 (E-8)
4. Federal Level
   a. Federal Parks
   b. Monies for state/local projects
5. Answers may vary depending on issues identified for local area.

TEST ITEM 005-5.4-01

1. Inception-Discovery Phase
2. Growth Phase
3. Growth Phase
4. Inception-Discovery Phase
5. Growth Phase

TEST ITEM 005-5.4-02

1. Decline Phase
2. Decline Phase
3. Maturity Phase
4. Maturity Phase
5. Maturity Phase

TEST ITEM 005-5.5-01

1. T
2. F
3. T
4. F
5. F

TEST ITEM 005-5.5-02

Answers will vary depending on examples of risks used by the student.

REFERENCES
ECONOMICS & TOURISM

Economics and Marketing LAPS, MarkED Resource Center, Inc., The Ohio State University, 1564 West First Avenue, Columbus, Ohio 43212. PR-1

McIntosh, Robert W., and Charles R. Goeldner, *Tourism: Principles, Practices, Philosophies*, New York: John Wiley & Sons, Inc., 5th ed., 1986. PR-2

Rulison, Michael, "1987 North Carolina Travel Study (Technical Report)," Raleigh: DataNomics, 1988. Prepared for Division of Travel and Tourism Department of Commerce. PR-3

Gunn, Clara, *Tourism Planning*, New York: Crane, Russak & Company, Inc., 2nd ed., 1988. PR-4

Gee, Chuck, Choy, Dexter J. L. and James C Makens, *The Travel Industry*, Westport, Connecticut: AVI Publishing, Inc., 1984. PR-5

OTHER RESOURCES MAY BE OBTAINED FROM THE FOLLOWING:

North Carolina Division of Travel and Tourism
Department of Commerce
Raleigh, NC 27611

Travel Council of North Carolina
1100 Raleigh Building
5 West Hargett Street
Raleigh, North Carolina 27601

Travel and Tourism Research Association
Box 8066 Foothill Station
Salt Lake City, UT 84108

Travel Industry 4400 Association of America
1899 L Street, NW
Suite 600
Washington, DC 20036

American Hotel and Motel Association
888 Seven Avenue
New York, NY 10019

American Association for Leisure and Recreation
1900 Association Drive
Reston, VA 22091

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TRAVEL/TOURISM RELATED BUSINESSES

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COMPETENCIES

TRAVEL/TOURISM RELATED BUSINESSES

COMPETENCY GOAL 6: The learner will understand the diversity and scope of travel/tourism related businesses.

COMPETENCY OBJECTIVES

6.01 Identify the functions of the travel agency industry.

6.02 Identify the three categories of transportation services.

6.03 Identify the structure of the hospitality industry.

6.04 Describe other travel/tourism related businesses.

6.05 Identify and interpret trends associated with the travel/tourism industry.

6.06 Develop an understanding of career opportunities in the travel/tourism industry.

CONTENT/TEACHING OUTLINE
TRAVEL/TOURISM RELATED BUSINESSES

	PLANNING NOTES
I. Tourism Industry Organization and Outlook	
A. Three major components of industry	SA-7
1. Travel sales	
2. Transportation services	
3. Hospitality and related services	
B. Industry will continue to be one of the largest in the world	SA-8
1. Offers varied career opportunities	SA-1, SA-2
2. Is a major employer in U.S.	SA-3, SA-9, SA-10
3. Technology continually changes industry	CTIB 006-6.06-01 CTIB 006-6.06-02
II. Travel Agency Services	
A. One of three major components	SA-4, SA-7
1. Travel agent is a professional	CTIB 006-6.01-01
2. Thomas Cook was first retail travel agent in 1841	
3. Procures services from suppliers (ex. hotels, airlines, etc.)	
4. Must provide all types of travel information	
5. Average agency employs 8.4 people	
6. Most common type of arrangement is air transportation	SA-5, SA-6
B. Industry employs several distribution systems	
1. One-stage system sells directly to consumer	CTIB 006-6.01-02
2. Two-stage system involves middleman	
3. Three-stage system involves two middlemen	
4. Four-system involves additional middleman (specialty channeler)	
C. Additional travel careers	
1. Tour operator	
a. Wholesale agent	
b. Designs tour packages	
c. Makes profit in volume	
2. Travel clerk	
a. Plans schedules for military and civilian personnel	
b. Notifies personnel of all travel orders	
c. Studies routes for most advantageous one	
3. Tourist information assistant	
a. Works at state information center	
b. Gives information to tourists	
c. Answers inquiries	
4. Travel guide	
a. Arranges transportation for groups	
b. Accompanies tour groups	
c. Describes points of interest	

5. Automobile club travel counselor	
a. Plans trips for members of auto club	
b. Selects suitable roads and calculates mileage	
c. Provides members with maps and brochures	
D. Compensation of travel agencies	SA-11
1. Receive commissions from suppliers and wholesalers	
2. May receive overrides (increases as number of bookings increases)	
3. Small agency may operate on very small profit	SA-12
4. Agency may sell travel insurance or traveler's checks	
E. Travel retailing trends	
1. Business-related travel showing dramatic increase	SA-13
a. Airline deregulation	
b. Industry has expanded to new locations	
2. Pleasure travel considered important part of people's lives	
a. People place greater value on vacations	
b. Most are willing to pay for it	
3. Travel reflects changes in society	
a. Older generation living longer	SA-14
b. Single adults traveling more frequently	
III. Transportation Services	
A. Water Transportation--cruise ships	SA-15
1. Industry had to change its marketing strategy in 1960's	CTIB 006-6.02-01
2. Availability of air travel caused passenger ships to become extinct	
3. Concept of cruising evolved into "cruise vacation"	
4. Are now more affordable	
5. Market spans all age groups	
6. Industry has bright future	
7. Key factor will be repeat business	SA-16
B. Land Transportation	
1. Motorcoach Industry	SA-17
a. Widely used for sight-seeing	
b. Second most important carrier in U.S. intercity travel	
c. Charter and tour segment shows continuous growth	SA-18, SA-19
2. Automobile	
a. Used by two-thirds of families for taking vacations	SA-20
b. Recreational vehicles--important component	SA-21
c. Dependent upon continual maintenance of highway system	
d. Key feature is convenience	

3. Railroads	
a. Have faced serious problems for many years in U.S.	SA-22
b. Government created National Railroad Passenger Corporation (AMTRAK) as an effort to restore transportation	
c. AMTRAK presently subsidized by government	
d. Currently operates 24,000 miles of track	SA-23
e. Its future is questionable	
C. Air transportation	
1. Based on private enterprise concept in U.S.	
2. WWII promoted growth of industry	
3. U.S. airlines dominate top ten in world	
4. Regulated by Federal Aviation Administration (FAA)	
5. Deregulation by Congress (1978) caused changes in marketing strategies	
6. Airlines presently facing increased competition	
7. Major, advantage of air travel is speed	
8. U.S. airlines employ more than 300,000 people	
9. "Brand loyalty" among travelers is low	
10. Airlines in future will focus on marketing a commodity	SA-24 CTIB 006-6.02-02
D. Future Trends	
1. Modes of transportation (air, water, and land) face uncertainties due to--	SA-25
a. Economic conditions	
b. Changes in regulations	
2. Transition Stage	
a. Competitive companies will survive	
b. Results will be better service with better prices	
IV. Hospitality and Related Services	
A. Accommodations or lodging industry	
1. Company owned and operated system	
2. Industry developed out of need as growth occurred	
3. America's first hotel chain pioneer was Ellsworth Statler	
B. Three basic systems of operation	SA-26
1. Company owned and operated system	CTIB 006-6.03-01
a. Owner is independent	
b. Expansion may be slow	
2. Franchise system	
a. Has right to sue brand name that is well known	
b. Has to pay franchise rights	
3. Management contract system	
a. Chain places its name on property	
b. Investor finds management team	SA-27
c. Owner must pay management fee	CTIB 006-6.03-02

C. Food and Beverage	
1. One out of five weekday meals eaten out	
2. Social changes influenced changes in industry	
3. Industry has many segments--	
a. Restaurants	
b. Travel food service	
c. Vending machines	
4. Fast-food chains experienced greatest growth	SA-28
5. Trends show increase in demand for ethnic restaurants and health foods	CTIB 006-6.05-01-02
D. Amusement, Recreation, and Entertainment	
1. Amusement parks	
a. Have experienced a growth decrease	SA-29
b. Have been replaced by larger theme parks	CTIB 006-6.04-01
c. Changes in society caused Americans to change entertainment preferences	
d. Some successful parks still in existence	
2. Theme Parks	
a. Business has shown great expansion	
b. Disney World is the largest in the world	
c. Encouraged others to enter the field	
d. Some offer educational experiences	
e. Draw an international market	
f. Planning is key to success	
3. Recreation	
a. Ski resorts--growing industry in N.C.	SA-30
b. Shopping--important part of tourist's activities	SA-31
(1) Gift and Souvenir shops	CTIB 006-6.04-02
(2) Outlet malls and stores are important segment of industry	
c. Fishing resorts--usually owned by individuals	
4. Entertainment	
a. Live-entertainment demands careful market segmentation	
b. Is generally very costly	
c. Agent may be used	
d. U.S. copyright laws should be a consideration	CTIB 006-6.06-01-02

STUDENT ACTIVITIES

TRAVEL/TOURISM RELATED BUSINESSES

Prepare a job file by collecting job advertisements from newspapers, etc., of local job opportunities related to tourism.	SA-1
In *Tourism An Exploration*, (PR#3), read pp. 297-315.	SA-2
Develop a job description from one component of the tourism industry. Include specific skills and required tasks.	SA-3
In *Tourism Principles, Practices, Philosophies*, (PR#1), read pp. 95-100.	SA-4
In *Tourism an Exploration*, (PR#3), read pp. 58-59.	SA-5
In *The Travel Industry*, (PR#2), use the chart on p. 143 to discuss how North Carolina ranks in comparison to other states in the number of travel agents. Prepare a list of cities where job opportunities would most likely be available.	SA-6
Develop a list of places where a student could receive training in the travel agency industry.	SA-7
Interview an employee of a local travel agency to determine the various kinds of services available to its customers.	SA-8
In *The Travel Industry*, (PR#2), answer questions 1-5 on p. 89.	SA-9
In *Tourism, Principles, Practices, Philosophies*, (PR#1), read pp. 514-515.	SA-10
In *The Travel Industry*, ((PR#2), answer questions 1-6 on p. 155.	SA-11
Interview a local travel agency owner to determine the types of state and federal laws under which they must operate.	SA-12
Read current issues of travel-related magazines (*National Geographic Traveler, Travel South USA, and Outdoors*). Prepare oral and written reports on current issues related to travel.	SA-13
Have students prepare a collage showing the many career opportunities available in the travel services industry.	SA-14
Conduct a local survey to determine the percentage of people who have chosen to take a "cruise vacation." List reasons for their choices.	SA-15
In *The Travel Industry*, (PR#2), read "Outlook for Cruise Lines" on pp. 74-75.	SA-16

In *The Travel Industry*, (PR#2), read pp. 53-54.	**SA-17**
In *The Travel Industry*, (PR#2), read "Outlook for Intercity Bus Transportation" on pp. 76-77.	**SA-18**
In *The Travel Industry*, (PR#2), read pp. 178-181.	**SA-19**
In *The Travel Industry*, (PR#2), read pp. 170-171.	**SA-20**
Interview a local dealer for recreational vehicles and write a profile describing characteristics of persons who buy them.	**SA-21**
In *The Travel Industry*, (PR#2), read pp. 172-175.	**SA-22**
In *The Travel Industry*, (PR#2), read "Outlook for Intercity Rail Transportation" on pp. 71-73.	**SA-23**
In *The Travel Industry*, (PR#2), read "Outlook for Airlines" on p. 69.	**SA-24**
In *The Travel Industry*, (PR#2), answer questions 1-3 on p. 182.	**SA-25**
In *The Travel Industry*, (PR#2), read pp. 208-211.	**SA-26**
Prepare a list of local motels located in your city/county. Determine which basic system of operation they are using.	**SA-27**
Interview the manager of the newest fast-food restaurant located in your area. Determine the major reasons this business decided to locate where it did.	**SA-28**
Prepare a list of names and locations of theme parks in North Carolina. Discuss various marketing strategies they are currently using to attract customers.	**SA-29**
Prepare a list of the major ski resorts in North Carolina. Discuss issues related to the future development of this industry.	**SA-30**
In *Tourism Principles, Practices, Philosophies*, (PR#1), read p. 114. Answer question 12 on p. 119.	**SA-31**

EVALUATION MEASURES

TRAVEL/TOURISM RELATED BUSINESSES

COMPETENCY GOAL 1: The learner will understand the diversity and scope of travel/tourism related businesses.

COMPETENCY OBJECTIVE 6.01: Identify the functions of the travel agency industry.

TEST ITEM 006-6.01-01

INSTRUCTIONS TO STUDENTS: Read each of the following statements concerning the travel agency industry. Determine if each statement is **true** or **false**. Record the correct response (**true** or **false**) in the blank to the left of each statement.

_________ 1. A travel agency acts as a middleman helping to make arrangements with suppliers of travel--hotels, tour operators, airlines--and receives a commission from the suppliers.

_________ 2. The majority of travel agency revenues is derived from making air travel arrangements.

_________ 3. The retail travel industry is generally not affected by socio-economic changes.

_________ 4. Travel agencies rely on the business traveler for supplying repeat customers.

_________ 5. Tourism as a business activity is expected to continue to grow in the future.

TEST ITEM 006-6.01-02

INSTRUCTIONS TO STUDENTS: Match the statements related to the travel industry in **Column A** with the terms in **Column B**. Write the letter of the term from **Column B** in the blank beside the matching statement in **Column A**.

COLUMN A

_________ 1. Specializes in putting together tour offerings

_________ 2. Provides direct sales from suppliers of travel services

_________ 3. Trade association of travel professionals

_________ 4. Reflects most dramatic changes in travel retailing

_________ 5. Senior citizens, religious groups

COLUMN B

a. ASTA

b. special markets

c. business-related bookings

d. one-stage distribution system

e. commission

f. wholesale travel agent

COMPETENCY OBJECTIVE 6.02: Identify the three categories of transportation services.

TEST ITEM 006-6.02-01

INSTRUCTIONS TO STUDENTS: Read each of the incomplete sentences. Determine which of the completion choices is **most appropriate** for each statement. Write the letter of this response in the space provided to the left.

________ 1. The evolution of the cruise vacation came about primarily as a result of ____ replacing ocean liners.

a. automobiles
b. railroads
c. charter buses
d. airplanes

________ 2. ______ is not a factor for cruise lines to consider in segmenting their market.

a. age of traveler
b. sex of traveler
c. where traveler lives
d. income of traveler

________ 3. AMTRAK has continued to remain in business because of assistance from ____.

a. the government
b. customers
c. the public
d. foreign countries

________ 4. Automobiles will continue to be used as a means of traveling away from home because of ______.

a. low gas prices
b. convenience
c. good road conditions
d. interest rates

________ 5. The growth in the recreational vehicle industry has spurred the establishment of ______.

a. private campgrounds
b. motels
c. road signs
d. higher taxes

TEST ITEM 006-6.02-02

INSTRUCTIONS TO STUDENTS: In the blank space to the left of each statement, place an X in the ones that are a **component of transportation services.**

________ 1. Passenger ships
________ 2. AMTRAK
________ 3. Private vehicles
________ 4. Hotel/Motel
________ 5. Charter air-carriers
______ 6. Fishing resorts
______ 7. Motorcoach
______ 8. Entertainment
______ 9. Riverboat travel
______ 10. Time Sharing

COMPETENCY OBJECTIVE 6.03: Identify the structure of the hospitality industry.

TEST ITEM 006-6.03-01

INSTRUCTIONS TO STUDENTS: Match the statements related to the **hospitality industry** in **Column A** with the terms in **Column B**. Write the letter of the term from **Column B** in the blank space beside the matching statement in **Column A**.

COLUMN A

________ 1. Dividing ownership and use of a property among several people

________ 2. Type of management control

________ 3. Reflects new developments in the future

________ 4. Considered to be the best room in a hotel

________ 5. Describes a room with kitchen facilities

COLUMN B

a. suite
b. efficiency unit
c. time sharing
d. double
e. condotel
f. management control

TEST ITEM 006-6.03-02

INSTRUCTIONS TO STUDENTS: Read each of the following statements concerning the **hospitality industry**. Determine if each statement is **true** or **false**. Record the correct response (**true** or **false**) in the blank to the left of each statement.

________ 1. Franchising is well known in the lodging industry.

________ 2. The American Hotel and Motel Association is the largest accomodation organization in the United States.

________ 3. The lodging industry is international in nature.

________ 4. A disadvantage of the franchise system of managing a motel is the purchasing of supplies through a central distributor.

________ 5. It is uncommon for an airlines to own a hotel.

COMPETENCY OBJECTIVE 6.04: Describe other travel/tourism related businesses.

TEST ITEM 006-6.04-01

INSTRUCTIONS TO STUDENTS: In the blank space to the left of each statement, place an X in the ones that are a part of **tourism-related businesses**.

________ 1. Theme parks

________ 2. Outlet malls

________ 3. Campgrounds

________ 4. Ski resorts

________ 5. Amusement parks

TEST ITEM 006-6.04-02

INSTRUCTIONS TO STUDENTS: List **five** ways in which shopping has been made a convenient part of tourism activities.

1.

2.

3.

4.

5.

COMPETENCY OBJECTIVE 6.05: Identify and interpret trends associated with the travel/tourism industry.

TEST ITEM 006-6.05-01

INSTRUCTIONS TO STUDENTS: Read each of the following statements concerning trends in the tourism industry. Determine if each statement is **true** or **false**. Record the correct response (**true** or **false**) in the blank to the left of each statement.

_________ 1. Labor/management clashes have played an integral part in the future development of the airline industry.

_________ 2. Improving service will be an important consideration in expanding AMTRAK's use in the future.

_________ 3. Cruising is a popular choice today because it is an all-inclusive vacation.

_________ 4. It is evident that at least one-third of all people who take a cruise will choose another cruise vacation.

_________ 5. Automation will probably not be a factor to consider in the growth of travel agencies in the future.

TEST ITEM 006-6.05-02

INSTRUCTIONS TO STUDENTS: List **five** factors which have contributed to the **growth of the tourism industry**.

1.

2.

3.

4.

5.

COMPETENCY OBJECTIVE 6.06: Develop an understanding of career opportunities in the travel/tourism industry.

TEST ITEM 006-6.06-01

INSTRUCTIONS TO STUDENTS: Read each of the following statements concerning career opportunities in the travel industry. Determine if each statement is **true** or **false**. Record the correct response (**true** or **false**) in the blank to the left of each statement.

_________ 1. United States travel industry employment has continued to grow over the past few years.

_________ 2. Technological advances will not affect the number of career opportunities in the future.

_________ 3. It is advisable to keep abreast of current trends and future changes in the travel industry.

_________ 4. Professional trade journals are an important source of information on travel career opportunities.

_________ 5. Overall, one can safely predict that career opportunities in the travel industry will continue to grow.

TEST ITEM 006-6.06-02

INSTRUCTIONS TO STUDENTS: In the blank space to the left of each job category, place an X in the ones that are **career possibilities in tourism**.

_________ 1. Food service

_________ 2. Travel journalism

_________ 3. Rental-car companies

_________ 4. Meeting planners

_________ 5. Health-care careers

_________ 6. Teaching

_________ 7. Recreation

_________ 8. Lawyers

_________ 9. Bus companies

_________ 10. Tour companies

KEY TO TEST ITEMS
TRAVEL/TOURISM RELATED BUSINESSES

TEST ITEM 006-6.01-01
1. True
2. True
3. False
4. True
5. True

TEST ITEM 006-6.01-02
1. f
2. d
3. a (American Society of Travel Agents)
4. c
5. b

TEST ITEM 006-6.02-01
1. d
2. c
3. a
4. b
5. a

TEST ITEM 006-6.02-02
1. X
2. X
3. X
4.
5. X
6.
7. X
8.
9. X
10.

TEST ITEM 006-6.03-01
1. c
2. f
3. e
4. a
5. b

TEST ITEM 006-6.03-02
1. True
2. True
3. True
4. False
5. False

TEST ITEM 006-6.04-01
1. X
2. X
3. X
4. X
5. X

TEST ITEM 006-6.04-02
(Possible answers)
1. Hotels providing gift shops
2. Motels locating near shopping malls
3. Placing coupons in brochures
4. Brochures in welcome centers
5. Providing a variety of souvenir items

TEST ITEM 006-6.05-01
1. True
2. True
3. True
4. True
5. False

TEST ITEM 006-6.05-02
(Answers will vary)
1. Changing lifestyles
2. Automation
3. Airline deregulation
4. Stable economy
5. Tourism promotion by cities/counties

TEST ITEM 006-6.06-01
1. True
2. False
3. True
4. True
5. True

TEST ITEM 006-6.06-02
1. X
2. X
3. X
4. X
5.
6.
7. X
8.
9. X
10. X

REFERENCES

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